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ABSTRACT

This 132-item bibliography, with English abstracts of articles published in Pakistani periodicals from January to March 1970, includes a special section on teacher education. Major sections are devoted to comparative education, education planning, health education, Islamic education, philosophy of education, and teaching methods and media. An author index is included. Related documents are ED 031 115, ED 032 820, ED 035 337, ED 036 801, and EA 003113. (JF)

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

- †. CHOUDHURY, Sirajul Islam. Shikkhakhetre Protishthanik Shadhinota (Freedom of Association in the Field of Education) -- Dainik Pakistan (Dacca) February 14, 1970 (B).

The writer advocates the importance of freedom in educational institutions, particularly in the university. One of the main reasons of the outbreak of violence in educational institutions is the unnecessary curbs on students and teachers. The teachers do not feel secure and, therefore, they have no attachment to their profession or the institutions in which they are working. Unless educational institutions are free from curbs and restrictions academic atmosphere will remain asphyxiating. In order to create healthy atmosphere, the first step that has to be taken is to inculcate among teachers and students the spirit of oneness and close relationship, and they should be allowed to work in a free atmosphere. Unnecessary interference and obstruction in educational institutions are bound to damage the basic concept of education.

2. MALIK, Fateh Mohammed. Sar Moallim Ki Khususiyaat (The Qualities of the Head Master) --- Taaleem-o-Tahqeeq (Lahore) 1(4): 110-115. 1969 (U).

The teacher holds the assignment of teaching under the guidance of the headmaster of the school. The headmaster is the most important person in a school. Besides carrying out his administrative duties he has to get the best out of the class teachers. He should see to it that the educational atmosphere of the school is not disturbed. He should take interest in the personal problems of the teachers, because if the teacher has no peace of mind, he cannot do justice to his work.

A good headmaster keeps the school in good control; but this control is of benevolent nature and mostly hidden. There must be a sense of confidence between the headmaster, the students, and their parents.

A number of essential qualities of the headmaster are discussed in some detail.

3. MIRZA, Munawwar S. A Study of the Divisional Inspectorate for Girls Schools of Lahore Division --- Bulletin of Education and Research (Lahore) VIII (3): 42-57. 1969.

This study aims at describing the functions, size, and scope of the work of the Divisional Inspectorate of Girls Schools of Lahore Division. It presents statistical analysis and inter-district comparisons and describes the powers and responsibilities of the Divisional Inspectress of Schools. The writer furnishes a number of findings, particularly in terms of comparisons within the various types of educational institutions by managements at various levels of education. The article also suggests several lines of further research.

4. MOSTAZIR, Bazley Rahman. Shikkhok, Shikkharti-o-Shikkha (The Teacher, Student and Education) --- Dainik Pakistan(Dacca) March 22, 1970 (B).

In order to make education and its organization more effective the writer puts forward a number of suggestions: 1) The posts of the Education Secretary both in the province and the center should be filled by an educator. 2) Universities should be made self-sufficient. 3) In all the self-governed educational bodies teachers should have a fair representation. 4) A representative of the teachers should be given a seat each in the provincial and the central assemblies. 5) Yearly educational seminars should be organized. 6) Necessary facilities should be provided for the teaching of arts, science, technology, agriculture, commerce, and theology in secondary schools. 7) The salary of the teachers must be raised. 8) The ratio between the students and teachers in the primary and secondary stages should be fixed at 10:1 and 20:1 respectively.

5. MUTSUDDI, Chinmoy. Bharti Shankat: Shomadhan Kothai? (The Problem of Administration: Where Lies the Solution?) --- Dainik Pakistan (Dacca) January 10, 1970 (B).

With the opening of the new academic session, students and guardians will face the problem of admission. As the number of seats in almost all educational institutions is limited, it has become very difficult to secure admission to schools. This is a frustrating experience for parents,

and many of them, especially those who are poor, have either to give up the idea of educating their children or to wait for the next session. This is so because the increase in the number of schools has not been proportionate to the increase in the number of school-going children. From 1950-51 to 1962-63 the number of secondary schools has even dwindled from thirty-five thousand to thirty-four thousand and two hundred. It means that nearly eight hundred secondary schools have been closed down because of financial stringency or some other reason. More schools should be opened to provide for the education of the growing number of school-going children.

CHILDHOOD EDUCATION

6. AZIZ, Abdul. Aapnar Shontaner Shikkhajiban (Educational Life of Your Children) --- Paigham (Dacca) January 14, 1970 (B).

A good many students fail in the examinations not because they are unintelligent but because they are studying subjects in which they have no interest. It is the duty of parents to study the aptitude of their children ⁱⁿ and provide them an opportunity to study the subjects which they show interest. If the inclination of a student is toward liberal arts he should not be forced to study science or engineering. Likewise, it is also the duty of the teachers to watch the aptitude and interest of the students, especially in the primary stages and guide them in the choice of their subjects. It is encouraging to note that aptitude tests have started in our country and are receiving increasing attention.

7. QAZI, Abdul Qayyum. Bachchey Ki Sahee Ta'aleem-o-Tarbiyat Walidain Ki Aik Ahem Zimmedaari (The Proper Training and Teaching of Children is an Important Responsibility of Parents) --- Taleem-o-Tahqeeq (Lahore) 1(4): 96-99 & 105. 1969 (U).

A child learns first from his parents. This process of learning starts from the day he is born. The initial learning is without conscious efforts, but when a child is about two years, he starts learning with open mind. This is the real beginning of the process of learning. The child is curious and wants to know everything. It is the responsibility of the parents to satisfy his curiosity.

A child's mind is just like a clean slate, and you can write on it whatever you like. It is the early environment which develops the future tendencies. By nature a child is an imitator, and he imitates his parents. If parents are well-behaved and good-natured, the child will follow in their footsteps. Parents should be consistent in their behavior and dealings with the child. The child also wants independence of action. This independence should be given to him but with moderation.

COMPARATIVE EDUCATION

8. AHMED, Khawja Nazir. Education for 'Social Democracy' in Sweden --- Taleem-o-Tahqeeq (Lahore) 1(4): 11-17, 1969.

Sweden is a social democracy with equal educational, social, and economic opportunities for all of her people. The educational system of the country has changed extensively to conform to the ideal of social democracy. Comprehensive schools provide a number of facilities to the students, such as free lunch, textbooks, and instructional materials. The educational system is almost entirely public from the primary to the university level. In 1966 a single three-year gymnasium-level school system replaced the old secondary school system. All kinds of study beyond this level is termed as higher education where each student is allowed to take up subjects according to his inclination and aptitude. Notwithstanding this freedom of choice, the system is geared to meet the country's labor market demands. The article elaborately describes each level of education, state assistance, and direct and indirect aid provided by the government.

9. KHAN, Dipali. Shikkha Khetrey Iraney Biplab (Revolution in the Field of Education in Iran) --- Purbadesh (Dacca) March 18, 1970 (B).

The Conference on educational reforms held in Ramsar in 1968 provided a fillip to the educational revolution in Iran. The revolution paved the way for the improvement of higher education and educational administration in the country. The Conference in Shiraz in 1969 evaluated and took

stock of the recommendations of the 1968 resolution. The result is an increase in the enrolment of students in higher education by 53% at the end of the 3rd five-year-plan. The fourth-five-year plan envisages greater development in higher education and scientific research with a higher investment in education. In this plan much stress is laid on technical and vocational education. The primary and secondary educational system was also revolutionized with the introduction of science, technology, and vocational subjects in their curricula.

10. MADENOGLU, Meliha. Training for the Civil Servants in Turkey --- Public Administration Review (Lahore) January-March, 44-70, 1969.

The article is a research study carried out by the writer while attending a regular course at the National Institute of Public Administration, Lahore. It gives an insight into the arrangements for the training of civil servants in Turkey, provides a comparative study of the methods adopted in Turkey and Pakistan, and points out the weaknesses in the training programs of the two countries. Some of the major weaknesses mentioned are: i) absence of research to evaluate training efforts in both countries; ii) shortage of qualified instructors; iii) absence of active central unit in the government to provide broad policy guidance for all the administrative training institutions; and iv) lack of coordination and cooperation between various training institutions. The article also puts forward some valuable suggestions to remove these weaknesses.

11. RAFIQ, Mahmuda. Russiara Shishu Shikkha Bybasta (Child Education System in Russia) --- Purbadesh (Dacca) March 25, 1970 (B).

The responsibility of providing education to children in Russia lies on the government. The state takes the responsibility of the child even before birth and looks after the mother of the expected child medically and socially. The state provides services in respect of rearing, medical care, advice to the parents, etc. The state-managed kindergarten system takes all the children and rears them on modern scientific lines and imparts education to them according to their age groups. There are a number of child welfare

institutions and kindergarten systems, such as kindergartens of 10-12 hours' duration and 24 hours' duration. All the joint community farms in the country have a kindergarten each. Besides, there are kindergartens for the mentally retarded and physically handicapped children. The kindergartens for the unhealthy children are arranged in child sanatoriums. In these kindergartens children are provided with all facilities for their early education, physical activities, etc., and education is imparted by qualified teachers who are trained specifically for the purpose.

12. RASHEED, Abdur. Maghrabi Germany Ka Nisaab-e-Ta'aleem (The Education Curricula of West Germany) --- Taaleem-o-Tahqeeq (Lahore) 1(4): 106-109 & 139, 1969 (U).

All German children spend the first four years of their life in primary schools and then go to different secondary schools according to their ability and intelligence. Up to fourteen years of age full-time study is compulsory for every one and part-time study up to 18. Majority of the German children go to professional schools after completing the initial education of 8 years.

There is a brief discussion of the nature of primary education imparted in the schools, the contents of the syllabi, and the purpose. The contents of secondary education, the most important stage, are discussed in detail. In every province of Germany the education department issues guidelines for teachers about the general method. The main process of teaching covers religion, German language, history, social studies, geography, Latin and Greek, modern languages, mathematics, natural science, music, art, and physical training. The contents of each subject taught in secondary schools are discussed separately. In the end there is a critical analysis of the educational set-up of Germany.

13. SADIQ. Juktarashtrey Baiskadera Janya Shikkha Byabasta (Educational System for Adults in the United States) --- Purbadesh (Dacca) March 4, 1970 (B).

The writer outlines the adult education system in the United States and emphasizes the need of a comprehensive system of adult education in Pakistan. The vast majority of the population is still illiterate. The educational facility provided to people beyond the age of 18, is called adult education in the United States. This education is generally provided by the local education authorities and

some voluntary organizations. Other agencies that give adult education include a few residential colleges and universities, the military departments, radio, and television. Adult education makes up the deficiencies in education suffered by people for lack of opportunities or adverse circumstances in their early life. The government of the United States bears the major burden of financial help given to the adult education centers. Besides, it has established a National Adult Teaching Center, which conducts research and publishes information about adult education.

The writer thinks that for the planned economic growth of the country Pakistan needs a large variety of skilled and qualified manpower. Moreover, all planning will fail unless the vast majority of the people are made to appreciate the value of working in a scientific and planned way for their own benefit. This result can be achieved only through education provided to the people through an adult education program.

CURRICULUM

14. ALI Md. Azhar. Replanning the Curriculum of Primary Training Institutes --- Morning News (Dacca) February 8, 1970.

The degree of effectiveness of the curricula of teacher training institutions depends on the extent to which the needs and values of our society are met. The current curriculum of primary training institutes has the following defects: 1) The curriculum is heavy with too many subjects. 2) No provision has been made for elective subjects. Teaching of history, geography and civics is done separately and not under one discipline, namely, social science, as provided in the prescribed syllabus of primary schools. 3) The time allotted for practical teaching is not adequate. To improve the curriculum the writer suggests a number of steps: a) The duration of the training should be extended to two academic years. b) The curriculum should be comprehensive fully covering the subjects which are included in the primary school curriculum. c) The subject 'Social Studies' as such, should be included in the curriculum of the primary training institutes. d) The allotted time for practical teaching should be lengthened. e) A follow-up study should be

arranged to evaluate the extent to which the teachers in service make use of the techniques to attain professional goals. f) Review of the curriculum of the primary training institutes should be made every five years.

DEVELOPMENT OF EDUCATION

15. Education --- Pakistan Year Book 1969, 329-350 p. Karachi, National Publishing House, 1969.

Like other newly independent nations in Asia and Africa, Pakistan is well aware of the immense importance of education. However, educational advancement is a slow and gradual process. Pakistan is now concentrating on developing technical and vocational education and on specialized training in essential specific activities.

There is a brief resume of the over-all progress of education in the country in different fields of learning. The administrative setup is described first. It is followed by comments on education as envisaged in the five-year plans of the country. Up-to-date information is provided under the headings of primary education, secondary education, secondary vocational, higher education, universities, scholarships and fellowships, national languages, libraries and educational reforms. At the end there are statistical tables giving information about the various fields of education from number of schools down to the allocations of five-year plans.

16. Shikkha Boibostha Khetre Naya Drishtibhongi (New Outlook in the Field of Education) --- Dainik Pakistan (Dacca) (Report) February 8, 1970 (B).

Twenty-two years have passed since Pakistan came into being, but so far no suitable steps have been taken for revolutionizing the education policy. In the year 1947-48 the number of primary schools in the province was 29,633 and the number of male and female students 2,661,547. In 1969-70 the number of male and female students in the primary schools rose to 9,500,000 while the number of primary schools increased to only 29,300. In 1947-48, there were 2,175 junior schools throughout the province with one 173,934 students. Since then the number of students has increased to almost 200,000 while the number of junior schools has dropped to 175. At present the number of junior high schools in the province is only 2,000. Simultaneously, the number of teachers also has dropped from 10,156 to 9,100. According to the census of 1961, the percentage of literacy was 17. This figure is not likely to increase in the

next census. For any adequate development of education, it is imperative to increase the number of schools and colleges. Every year we witness the struggle of students to get admission to schools and a growing number of them failing in their attempt.

17. SIDDIQI, A. Jameel. Education for Economic Development, A Study of Pakistan's Northern Region 1947-67 --- Action (Lahore) VIII (1): 30-34, January 1970.

The study investigates the development of higher education at the college and university levels in Pakistan's northern region from 1947 to 1967. There have been significant changes in the field of education, especially, in respect of increase in the investment in education and in the number of institutions, teachers, student populations, etc. The assessment shows that most of the changes are quantitative rather than qualitative, and there have been wastages and losses in human and material resources because of the low pass percentages in various examinations and drop-outs.

The writer suggest some guidelines for educational policy. The highlights are: 1) private initiative and enterprise must be called forth, and the best utilization should be made of the existing facilities for higher education; 2) manpower planning with a view to setting up manpower targets must be undertaken and a balance should be maintained between the available manpower and job opportunities; 3) some selective process should be employed to check the growth of unwanted excess of qualified persons with no prospect of their utilization, the educational plan should be re-orientated with a vocational bias, and lastly, 'brain drain' should be checked.

EDUCATION GOALS

18. Education of Rising Expectations --- Pakistan Observer (Dacca) (Editorial) February 8, 1970.

The reduction in the number of schools, though designed to reorganize primary education on more purposeful and productive lines, has meant a set-back to primary education. Such

reduction is inexplicable since the number of primary school students has more than doubled over the years.

Quality education has also been a persistent demand, but the first requirement here is good teachers. To have good teachers we have to make teaching attractive as a profession. The teacher has to be paid as generously and handsomely as his counterpart in the bureaucracy are being paid. The best students passing out of the universities go in as a rule lost for the more lucrative services.

The existing practice of holding examinations once a year, or once in three years, is also directly responsible for the decline in the quality of education. This practice keeps the students academically idle and unproductive for the best part of the year or the session. Let there be more work for our teachers and more tests for the students, with promotion to higher classes being made dependent on the results in the successive examinations.

19. HAQUE, M. Ashraful. Moral Force in Education --- Pakistan Observer (Dacca) February 15, 1970.

Education must be with some purpose. Our country is passing through a transitional stage and our values are in a state of flux. There is also a clash of values, Eastern and Western. There is growing disillusionment among our youth in universities and colleges about their future role as independent citizens of an independent country. This disillusionment is the direct result of the changing pattern of values. They think that any thing in the name of religion is bad and unacceptable but forget that whatever they accept from other civilizations and cultures is also a relic from certain other books and certain other predecessors. The result has been the loss of faith not only in the apparently divine people of our society, but also in their religion. Hence the need for imparting education with appropriate emphasis on religion to all people in accordance with their professed faiths and beliefs.

20. HASAN, Mahmood. Task Before the Nation - Good Education --- Morning News (Dacca) February 1, 1970.

Our system of examinations is doing a great harm to our education. The student is obsessed with the idea of examination, and its impending approach frightens him. His

'education' becomes purely mechanical and superficial, and, therefore, useless as a mental discipline. Employment of unfair means in the examinations is very common. The problem of examinations deserves immediate attention.

Another problem that must be resolved is the question of the medium of instruction. All education must be imparted through the mother tongue of the student. However, we should retain English technical terms and while translating books from other languages, the Western scientific and technical terms should not be changed.

There is yet another important aspect of education in Pakistan which is impeding the development of efficient school education in our country. There exists a 'Caste system' in our school set-up and there are a variety of schools catering to the needs of the different classes of people. Efforts should be directed to evolve a national system of schools with no room for class distinctions.

21. MOHAMMAD, Noor. Shikkha (Education --- Sangram (Dacca) February 1, 1970 (B).

On education depends the very existence of a nation. Education furnishes and reinforces the ideology of a nation. Pakistan is a nation carved out on an ideological basis. The ideology of Pakistan can be crystallized and preserved through its system of education. This would necessitate an ideological orientation of the system of education itself. Since the ideology of Pakistan is inspired by Islam, any policy not based on Islamic ideology is doomed to fail in this country.

22. WADIWALA, Mohammad Ameer. Character-Building --- Taleem-o-Tahqeeq (Lahore) 1(4): 54-59, 1969.

Inculcation of values in the youth can otherwise be called education for character-building. The writer emphasizes the importance of character-building, defines the Islamic concept of character-building, and suggests methods both to the parents and to the teachers for education of character-building, keeping in view the different age groups of students. An education that can truly help character-building must develop critical thinking, iron Will, and determination in the individual. The Islamic concept of the aim of character-

building is the achievement of all the divine excellence in the child. The parents as well as the teachers are urged to inculcate in the youth such qualities as cleanliness, truthfulness, fellow-feeling, respect for elders, dignity of labor, etc., through their own example and practice. Religious instruction has been emphasized, and adequate facilities for co-curricular activities have been suggested. The writer finds the present educational system in Pakistan unsatisfactory and recommends Islamic bias in the educational pattern.

EDUCATION PLANNING

23. ALI, Mahfooz. Higher Education, Manpower Education and Economic Growth --- Action (Lahore) VIII (1): 24-27. January 1970.

The article discusses the problems confronting a developing country in the fields of training and utilization of high-level manpower, and offers suggestions to solve these problems. First, the generally accepted views on the subject are presented briefly, and certain additional observations are made and elucidated in detail. The term, higher education, as used in this article, covers both general and professional education at a university or a professional institute designed to produce the key personnel for various fields of activity. The discussion covers: i) the problems of resource allocation; ii) the problems of standards; iii) the system of education; and iv) the motivation factors and their economic effects on a developing economy. The highlights of the suggestions are: a) Emphasis of development planning should be shifted from 'expansion' to 'modernization,' b) Education at all levels should be nationalized and resource allocation should be determined by the requirements of manpower development. c) The quality of school education with emphasis on vocational education should be improved, and higher education should be restricted to the top 20% of the matriculates. d) Material and social status of the teachers must be improved. e) The educational system should put the students to work throughout the year, and the standard of university and college education should be improved with a view to minimizing the need for higher education abroad. The writer also suggests increased investment in human capital and acceleration in the pace of technical progress.

24. AMIN, Nuzhat. The Graduate - Has He a Future --- Herald (Karachi) 1(1): 20-21, 1970.

At present there are more than 20,000 jobless graduates in Pakistan. The problem of the unemployment of our educated youth is both a social and an economic problem and a serious impediment to national development. The educated unemployed have come to form a class by themselves in society. After leaving the school or college a youth spends from eighteen months to two years on an average in job hunting.

It is about time that the educational authorities gave this matter serious consideration. As the new education policy states, after a common primary education, schools should separate those students who should go for higher studies in arts and sciences from those who should study carpentry, typing, commercial art, textile designing, sewing, cooking, etc. It should not be presumed that every student, no matter what his interests are, should receive higher education if his parents can afford it. Dignity and profession are not one and same thing. We know that even an unskilled laborer today earns more than an educated clerk. It is necessary to provide schemes of vocational guidance in schools, and teachers and educational advisers should be appointed to advise students about their career. Parents and children should be made to realize that the end of college education is not the end of life.

25. HAQUE, Abu Obaidul. Plan Man-Power in Proper Perspective --- Pakistan Observer (Dacca) January 7, 1970.

Pakistan's manpower resources are considerable, but the utilization of manpower resources is not effective. At present there are over 200,000 educated unemployed people in the country. This is sheer waste of national resources due mainly to ill planning of manpower resources.

To create efficient and skilled manpower we need to change both our education program and methods of instruction. The existing education system is defective. It encourages students to memorize the contents of books without understanding. There is more emphasis on the theoretical aspect of learning than on practical and applied aspects. The need is to give a practical orientation to education which may help the development of practical knowledge and efficient skills in the student.

26. HAQUE, Abu Obaidul. Realistic Educational Planning - Need of the Hour --- Pakistan Observer (Dacca) March 25, 1970.

Realistic educational planning seeks: 1) to evaluate educational issues and trends and their implications for the social and national life; 2) to provide impersonal and sober assessments and judgments on the controversial issues in the field of education; 3) to provide a schedule and specifications for school development, to identify the vital needs of the schools, and to establish priorities for their attainments; 4) to determine and analyze the prevailing weaknesses and deficiencies in the education system; 5) to compare educational practices with other recommended operations; 6) to collect data which have not been correlated and to procure new information; and 7) to prepare illustrated reports on the schools and education program for the information of all concerned including the common people.

There should be some definite organization and administration for educational planning. Studies regarding educational planning should be started and completed well in advance. Educational planning should utilize representations from a cross-section of professions, organizations, and people. Planning must be based on the geographical and socio-economic background of the people. There should be a 'central steering committee,' like the planning commission, to develop the study plan, make sub-committee assignments, direct the fact-finding activities, and review and make final recommendations.

27. RIYAZ-I-QADEER, Anwar. Education and Manpower --- Public Administration Review (Lahore): 20-37. January-March 1969.

The article brings out the importance of educational planning in the light of manpower requirements in Pakistan. It defines the terms 'education,' 'manpower,' and 'strategic' or 'high-level manpower' elaborately and then tries to find out the relation between education and manpower. The existing educational system in Pakistan is still colonialistic, expensive, and unrelated to the practical needs of the country. There is, however, a growing realization by the government of the dependence of the country's economic progress upon the proper education of its population. Educational objectives in Pakistan should emerge out of dual considerations, elimination of illiteracy and development of a highly qualified manpower. The writer lays much emphasis on vocational, technical, and scientific education and training, and infers that educational planning can lead to the most effective use of resources. Again, planning should be linked to the manpower needs of the country both qualitative and quantitative.

EDUCATION REFORMS

28. Education Policy --- Pakistan Times (Lahore) (Editorial)
March 29, 1970.

The article comments on the new education policy announced by the government. The July proposals were put to public debate and the new policy sticks to the more important goals of reforms embodied in the July proposals. The article commends the adoption of the policy and points out the differences between the July proposals and the new policy. In the new policy much of the responsibility for its implementation and further improvement has been transferred to the provinces. The fixation of the pay of elementary school teachers at Rs.120/- is on the low side. The minimum wages fixed for the unskilled factory workers are higher than the monthly salary of the teacher. The article draws the attention of the provisional government to some of the salient features of the July proposals, such as enrolment to privileged institutions on merit, rationalization of the geographical distribution of educational institutions, creation of two Agricultural Universities in West Pakistan, one in East Pakistan, one Engineering University in Karadhi, and some of the university administration proposals.

29. MALIK, Bashir Ahmed. Educational Reforms --- Pakistan Times (Lahore) January 30, 1970.

Educational reforms are necessary and should be in consonance with the concept of Pakistan as an ideological state. Educational reforms should reflect the *raison d'etre* of the state of Pakistan, namely, Islam. The liberal educational system of the Western type is not suitable for Pakistan. The writer criticizes the educational ideas of Dewey, Kant, and Nietzsche and favors those of Al-Ghazali, Carlyle and Ruskin. Education must aim primarily at the self-perpetuation of an accepted culture. As such, the educational system of Pakistan should be blended with its culture, and educational reforms should emanate from the cultural background. This culture is Islam, and the approach of the Pakistanis to life and to the set of values and norms, modes of thought and behavior all emanate from their all-embracing religion.

In order to infuse Islamic spirit in teaching, the writer puts forward a number of suggestions and discusses their application in the field of education.

ELEMENTARY SECONDARY EDUCATION

30. ALI, Md. Azhar. Merge Primary Education with Secondary --- Pakistan Observer (Dacca) March 4, 1970.

Integration of primary and secondary education is necessary for the proper development of future manpower. The curriculum for primary education needs to be reviewed from time to time in the light of social changes and individual needs and interests, so that the transition from the primary to the secondary stage is smooth and continuous.

In primary schools English is taught at present as an optional subject, but it does not receive the attention it deserves. When the children enter secondary school they usually lack adequate knowledge of English. The problem is not limited only to English; it also exists in other subjects such as Arithmetic, Arabic, Urdu. The necessary background for higher education is formed in primary schools. If children get a sound education at this level, their success is assured in future years.

31. ALI, Md. Azhar. Primary Education in East Pakistan --- Morning News (Dacca) January 18, 1970.

The Third Plan envisages aims at improving the quality of education in the primary schools. This would necessitate an upgrading of the quality of teacher education, solving the dropout problem, and increasing enrollment.

In Pakistan, compulsory education law has not yet been introduced, but there is a scheme to enroll all children in classes I through V before compulsory primary education is finally introduced. Primary education is free except in primary schools that are attached to the urban secondary schools. Up to 1952 the primary schools in Pakistan included only classes I through IV, and class V was added in that year.

Admission of students to primary schools in Pakistan is based on the results of the annual public examinations held at the end of each school year. A specific number of places are available every year in each grade, and these places are assigned according to the students' scores on examinations. This practice is maintained in the primary schools of the urban areas. In the rural primary schools no definite procedure for admission is followed. Promotion to the next higher class at the end of each grade is determined by the annual examination. The annual school scholarship is granted each year only to the students recommended and sent by the schools. Promotion from one grade to the other depends on the result of continual evaluation and examinations conducted by the teacher during the school year. The promotion system contrasts sharply with the yearly examination system existing in the schools of Pakistan.

32. KHAN, Namdar. Some Aspects of Planning for Primary Education in Pakistan --- Lahore, West Pakistan Education Center, pp. 32. 1969.

In this booklet the writer brings into focus the importance of primary level education in Pakistan and its problems, purposes, successes, failures, and prospects. Achievements and failures at this level of education have been discussed. The writer recommends: i) investment in education a percentage of G.N.P.; ii) enrollment in class V as the only target; iii) distribution of additional funds within primary education; iv) increased responsibility of the local government; v) miscellaneous changes in educational practices and procedures, eventually affecting primary education; vi) increase of emphasis on female education, and vii) stimulation of primary sector.

33. LUQMAN. Shikkha Prashonge (About Education) --- Ittefaq (Dacca) February 1, 1970 (B).

The condition of primary education in East Pakistan is far from satisfactory. Not only the number of primary schools is inadequate but also the bulk of the teachers appointed lack any background of professional training.

More than one hundred thousand additional teachers will be required to enforce universal primary education in East Pakistan. At present approximately six thousand high school graduates are trained every year. Some non-matric persons

are also admitted to training courses. Their number should not exceed four per cent. Some of the trained teachers leave the job after getting a better job. By these standards more than twenty years will elapse before universal primary education program comes into full operation. Emphasis, should therefore be given on long term training. In order to attract talent to this profession the pay-scales of trained matric and non-matric teachers should be revised.

In order to wipe out illiteracy from the province within a period of ten years almost 130 million rupees will have to be spent on the program.

34. RAUF, Abdur. Maghrabi Pakistan key Dehaton Mein Ibtidai Ta'aleem ka Jaiza (The Analysis of Primary Education in the Rural Area of West Pakistan) --- Taleem-o-Tadrees (Lahore) 2(4): 8-43, 1969 (U).

The importance of primary education is a well-established fact, and in cities it is well-looked-after. However, in our rural areas it is still a neglected subject. The special conditions of our rural areas necessitate a detailed analysis of the present situation, in the light of which new planning of primary education should be undertaken.

To begin with, the importance of primary education is emphasized, and the aims, objects, and new standards of curricula preparation are discussed. Next the difficulties are analyzed and an attempt is made to find their solution. Under this heading the topics discussed are the lack of funds, poor economic conditions in rural areas, the need for realistic attitude, the lack of teachers and school buildings, the program of self-help, the rural schools without money, and the analysis of Maktab scheme. Next there is a discussion of the various efforts made to achieve the goal of compulsory primary education. Here the efforts of the government, special departments and organizations, religious organizations and missionary schools are specially dealt with. At the end there is a long discussion of the changing mental attitudes and the economic pattern in the rural areas, and how it is going to affect the educational field. The likely ways in which these factors may affect the educational field.

EXAMINATIONS

35. PARVEEN, Zahida. Internal vs. External Examination --- Taleem-o-Tahqeeq (Lahore) 1(4): 64-66. 1969.

Examination is a tool for measuring both a candidate's value and the value of teaching he has received. The writer assesses the values and advantages of internal examinations against those of external examinations, and gives her judgment in favor of internal examinations. Both systems have their own merits and drawbacks. The advantages of internal examinations lie in the close relationship of the teacher and the taught, which enables the teacher to evaluate the student's progress throughout the year, through his personal knowledge about the student and about his application to work over the period of preparation as well as in limited conditions. The value of external examination lies in its objectivity, freedom from personal bias, local pressure and influence, and the possibility of setting and maintaining good standards having a common scale of values for all. The writer does not favor the system which is at present in operation in Pakistan, because it encourages students toward passive memorization of textbooks and regurgitating the contents from memory on the examination scripts. Besides, it robs the teacher of his freedom of teaching objectively.

EXTRA-CURRICULAR ACTIVITIES

36. CHIRAAGH, Mohammed Ali. Bachchon ke Programon ka Bunyadi Maqsad Ta'aleemi Hona Chahiye (The Basic Purpose for Children's Program Should be Educational) --- Imroze (Lahore) March 14, 1970 (U).

In the opinion of experts television can be the most effective medium of education. Children learn more from television programs than from their elders. Thus it is necessary that the moving idea behind children's T.V. programs should always be their educational value. We know that children spend hours sitting before the television set. We should make use of this time and try to teach them all that they can learn from books, radio, or their elders. Through the medium of television they will learn easily what is worth learning without being conscious of the process.

There is a brief discussion of the type of television programs suitable for the children of different age groups. There is also a critical analysis of the present programs of various T.V. stations in the light of their educational values.

HEALTH EDUCATION

37. MAHMUD, Siraj-ul-Haq. Need for Training in Health Services Administration in Pakistan --- NIPA Journal (Karachi) VIII (4): 145-150, 1969.

Since Pakistan has embarked on a program to provide comprehensive medical care, there has arisen the need to train the personnel in Health Service Administration, because most of our administrators, especially those working in hospitals, have not had any formal training in the principles of administration. The practice of training on the job is a lengthy process, and based on individual approaches and views, and not on generalized accepted principles, whereas the formal training program gives the trainees an opportunity to learn in a short time the basic principles of administration with a comparative study of the administration of hospitals and other health institutions. This training will help in the proper utilization of the limited manpower resources available and the proper development of the medical care system.

To avoid certain bottle-necks, this training program may be started by the Central Government. An institute, like the Jinnah Post-graduate Medical Center, Karachi, where maximum facilities exist for such a program, will be most suitable for this purpose.

HIGHER EDUCATION

38. ALI, Md. Azhar. Objectives of University Education --- Morning News (Dacca) February 21, 1970.

The part played by the university in building national character is significant. To play this part effectively

the university should have a scheme of education with the following objectives: 1) The university must help its students to acquire knowledge by cultivating the habit of objective thinking and gaining an awareness of their cultural heritage. 2) It should provide people with guidance and culture. 3) The university should accept the responsibility for higher research, especially in the fields of science and technology, keeping in view the importance of culture, human values, and supernational demands. 4) It should function as a clearing house of ideas.

These objectives of university education can be achieved only in an atmosphere of freedom. Freedom, academic as well as administrative, is an essential prerequisite without which the prestige of the universities and the status of their teachers cannot rise.

39. AL-MAMUN, M. Abdullah. Uchcha Shikkhartha Bidesh Gaman Prasangey (Regarding Going Abroad for High Education) --- Purbadesh (Dacca) March 25, 1970 (B).

The writer looks with disfavor upon the trend of sending students abroad for higher education. The reasons put forward are: 1) On their return the trained people miss the advanced amenities, i.e. books and equipment, in the country for their research activities, and this situation makes their training ineffective; 2) The students cannot get proper education and training abroad because of the totally different culture of the foreign countries and the tense atmosphere created by racial and color discrimination, inadequate teacher-student relationship, and the complexes of the foreign teachers and students; 3) There are enough able teachers in the country to conduct higher research; 4) The expenditure involved in training two students abroad can be utilized for training five students within the country. The writer is of the opinion that higher education and research, for which students are sent abroad, can be conducted profitably within the country itself if the resources are used in building up amenities for higher education and research in the country. The writer recommends sending students abroad only for certain specific kinds of training which cannot be provided in the country.

40. Bishyabiddalaya-o-Academic Shadhinta (The University and the Academic Freedom) --- Sangbad (Dacca) February 11, 1970 (B).

The objectives of university education can be achieved only in an atmosphere of freedom. Freedom in academic as well as administrative matters is prerequisite without which the prestige of the universities and the status of the teachers cannot be raised to the desired level. To deprive a university teacher of his freedom is to deprive the nation of the best guidance it can receive. In modern civilized societies, it is considered the duty of the state to support and protect the universities in the wider interests of the state itself. The relationship between the state and the universities should never be conceived as between the ruler and the ruled. This would amount to the untenable assumption that in all matters ultimately the state knew better than the universities with all their scholarship. The state should guarantee academic freedom and repose confidence in the teachers. One feels constrained to note that the universities at present are not enjoying the freedom which is so necessary for the smooth running both of administration and education.

41. GILANI, A.C.S. Higher Education in Karachi --- March of Education (Karachi) 2(1): 34-39, 1970.

The history of higher education in Karachi begins with the foundation of D.J. College of Arts in 1887. Prior to the establishment of this institution higher education was a luxury for the students of this area. They had to go to Poona or Bombay for higher education which only the fortunate few could afford. The N.E.D. College was established in 1922, followed by a law college in 1926 in Karachi. The first Muslim institution of higher learning, Sind Muslim College, was opened in 1943. By 1947 few more colleges had appeared, but it was after independence that real progress in the field of higher education started. Today there are about 53 colleges in the city with a full-fledged, growing university.

In the field of higher education in Karachi, the private sector is very active and generous. There are only two intermediate and 5 degree colleges run by the government as against 21 intermediate and 23 degree colleges in the private sector. However, due to official indifference

private institutions, with few exceptions, are not in good shape. These institutions are badly in need of government patronage.

42. Jatigathon-o-Bishwabiddalaya (The Making of a Nation and the University) --- Paigham (Dacca) February 11, 1970 (B).

Freedom for the universities is essential for national and social progress. Our education received a set-back because of the excessive control of the state during the last decade. Freedom of the universities was curbed, and the teachers were left with no voice in the administration. Unless the university is free from the control of the government, the prospects for the smooth running of the administration will remain dark. Universities cannot grow on healthy lines if the position of the academicians remains subordinate, and the administrators remain in control of everything. The university cannot play its vital role in the building of national character in the absence of a true sense of independence and academic freedom.

43. RAHMAN, Inamur. Varsity Autonomy --- March of Education (Karachi) 2(1): 14-18, 1970.

One of the most significant features of the new education policy is the proposal to grant complete autonomy to the universities. Under the new proposal universities are to function in an atmosphere of complete freedom from official control. The establishment of fully autonomous statutory Grants Commission in each province stops official interference in the affairs of the universities. Since government grants to the universities will now be channelled through the commission, the education department will be deprived of this most effective lever for exercising control over the universities.

Under the new policy the university syndicates are to exercise vast powers including the institution of new teaching courses and departments, creation of teaching posts of all cader , and apointment of suitable persons to these posts. Out of the 15 members in each, 8 are to be elected from among the teachers. It is, therefore, of the utmost importance that the teachers so elected should possess necessary qualifications and ability. The same is

the case with the Senates in the universities. The posts of the Chancellors and Vice Chancellor of the universities are to be filled by election.

44. 1961 Varsity Ordinance Should Go --- Pakistan Observer
(Dacca) January 7, 1970.

The University Ordinance of 1961 is an intolerable legacy of the past regime and must be repealed. This is necessary in the light of the current controversy and debate on education in the country.

The guidelines which have emerged from the national discussion on education are: 1) Education should receive national priority. 2) The money spent on education should be vastly increased, say, from 2 GNP to 4 GNP. 3) There should be a change-over to the national languages at a very early date. 4) The educational institutions should be granted full autonomy, and the educational administration should be decentralized so that individual teachers may enjoy more freedom and have greater say in educational matters, than they have at present.

HISTORY OF EDUCATION

45. AHMED, Alauddin. Education During Muslim Period --- Dawn
(Karachi) February 22, 1970.

During the Muslim period the contribution of Islam to learning and culture in India and the efforts of Muslim rulers and chiefs to promote learning and diffuse education are indeed more brilliant than the political conquests of the period. From Sultan Mahmood of Ghazna onwards we have a long line of Muslim rulers who upheld the cause of learning. Long before Mahmood of Ghazna, during the time of Mohammed Bin Qasim, the Muslim rulers took deep interest in the spread of education. Deibal and Mansoor were the great centers of learning in those days. During the Sultanate period and later Delhi was the main center of learning, and hundreds of schools were founded there. Almost all the mosques of the country had schools attached to them, and most of these schools had permanent grants from the government or the nobles.

There are brief comments on the various educational developments during the reigns of different Muslim rulers from Mahmood of Ghazna to the great Moguls.

46. SADIQ, Munawwar Ibne. Pakistan Ka Ta'aleemi Pas Manzar (The Educational Background of Pakistan) --- Taleem-o-Tahqeeq (Lahore) 1(4): 78-87, 1969 (U).

The creation and existence of Pakistan have their roots in the various educational movements of the Indo-Pak subcontinent, the most important of them being the Aligarh movement.

The decline and fall of the Mogul Empire opened the eyes of the Muslim leaders. It was Shah Waliullah who first felt the need of launching an educational movement to rouse the Muslims from their long and deep slumber. This movement produced some valiant men who fought against the British domination. This was the renaissance. It was followed by the movements of Deoband School, Aligarh School, and Nadva School. These movements played a very important role in the struggle for national independence and the creation of Pakistan. There is a detailed analysis of all the three movements and their contribution to the cause of independence.

ISLAMIC EDUCATION

47. Madrasa Shikkhar Shomasya (The Problem of Madrasah Education) --- Sangaram (Dacca) (Report) February 9, 1970 (B).

The deplorable conditions of Madrasah education have failed to attract the attention of the Government. Only a meager part of the money sanctioned by the government for the spread of education is spent on Madrasah education. Madrasah education in the province has been facing manifold problems. The number of unemployed among the Madrasah graduates is on the increase every year. Three hundred Madrasahs have already been closed down chiefly because of financial stringency. With the deteriorating conditions of the Madrasahs the number of students is also declining. The system of examination and the system of teaching combined with the deplorable condition of the Madrasah Board have made the prospects for Madrasah education very dismal. One

of the most pressing demands of the students belonging to the six lakh Madrasahs of the province for the setting up of an Islamic University has evoked no response from the Government. Had this demand been met, religious education would have found a worthy place in the province.

LANGUAGE, TEACHING OF

48. HASAN, Mumtaz. Place of English in Pakistan --- March of Education (Karachi) 2(1): 1-13, 1970.

English occupies a special position in Pakistan on account of the political association of the country with Britain in the past. English has been the vehicle of communication in the intellectual, cultural, economic and political life of the country. Since independence there has been a tendency to move away from English. Efforts are being made to replace English by national languages in schools and colleges. However, English is still retained in the civil services and the armed services. It also continues as the commercial language of the country.

The desire to replace English by the national languages is quite natural. But in view of the long association of English with the administrative machinery of the country and its education system, it is necessary to determine carefully the extent to which such replacement would be feasible. The writer discusses this problem at length and offers various suggestions in this connection.

LIBRARIES

49. KHURSHID, Zahiruddin. Awami Kutub Khane Bachchon Aur Jawanon Ki Tarbiyat Mein Ahem Kirdaar Ada Kar Sakte Hain (Public Libraries can Play an Important Role in the Training of Children and Young People) --- Hurrayiat (Karachi) March 13, 1970 (U).

Public libraries play a very important role in educating the people. As we know, public libraries are different from the libraries of educational institutions, and their main purpose is to provide suitable reading material to general

public. Public libraries cater to the needs of every section of the community, young and old.

In advanced countries public libraries mainly serve the interests of children and young people. These libraries have special sections for children and reading material and guidance for young people. These libraries also provide research facilities and other technical and professional help to those who need them. Teachers in the community stand to gain much from these libraries in the form of the latest reading material in their respective fields.

In the fight against illiteracy, these public libraries are a great help. In Pakistan we badly need public libraries for meeting the challenge of the modern world.

50. NAWAZ, Mrs. I. A Survey of the Libraries of Teaching Departments and Constituent Colleges of the Panjab University --- Bulletin of Education and Research (Lahore) VIII (3): 1-21. 1969.

The article is based on a survey of library facilities of the University of the Panjab, including libraries of thirty teaching departments and four constituent colleges, and presents some very interesting facts and useful suggestions for the improvement of libraries and their utilization. Out of the thirty-four units of the sample, only one did not have a separate library, and the rest had each a library in some form. The main university library was not included in the sample. The survey was done through a questionnaire and the responses were analyzed. The findings are not very encouraging and overall improvement is needed in the seating capacity, the training of librarians, audio-visual materials, allocation of funds, and the classification of books.

51. SHAMSUDDOULA, A.B.M. University Libraries and Research in Pakistan --- Pakistan Observer (Dacca) March 12, 1970.

University libraries in Pakistan, as they exist at present, are not in a position to contribute effectively to the growth of higher education and research. The libraries are ill-stocked, and the library services are deficient. A good number of students and teachers do not know how to use a library. A basic course on research and the use of library can prove very helpful.

For technical services a library needs more efficient reference librarians, catalogers, and classifiers. University libraries in Pakistan lack in qualified and experienced technical personnel. None of our twelve University libraries has a suitable building in which it can have its normal and expected growth during the next ten years. Our University libraries, too, are not adequately equipped for the preservation of their entire collection.

Our libraries at the Universities must expand faster and render better services than they are doing at present. In this direction the steps need to be taken are: 1) expansion of the budget of the University libraries, 2) introduction of bibliography and research method courses, and 3) lifting of foreign exchange control from books, photocopying machines, and photosensitive materials for library use only.

LITERACY

52. HAQ, A.R.M. Inamul. Eradication of Illiteracy in East Pakistan Within 30 Days --- Pakistan Observer (Dacca) January 4, 1970.

The ratio of literates to illiterates in East Pakistan is 1:4. The illiterates include children, students and old people above 50 years age. If these people are excluded the ratio will be significantly raised, and a campaign can be devised to raise the percentage of literacy to one hundred within a month.

The Government should conscript all literate persons for one month for this purpose. Those who are in service should be given one month's leave with pay. They must all approach the illiterates 'as they are and where they are' during their leisure time, say, one hour in the evening. The tuition made available to them should be 'Free' and 'Compulsory.' No classroom, school, or building is necessary for this work.

In order to mobilize public opinion for the eradication of illiteracy, extensive and intensive propaganda is necessary right down to the village level. To achieve this end, the services of newspapers, radio, T.V., and other mass-media should be organized.

53. RAHMAN, Rafiqur. Mass Literacy for Pakistan --- Pakistan Observer (Dacca) January 14, 1970.

A mass literacy project for Pakistan has been designed to bring within the reach of all men and women from the age of 10 years onward the knowledge of the three R's within the shortest possible of time with the resources available in the country. The project will be confined for the time being to educate the village folk only. The working force of this scheme will be composed of young men, whose free time will be utilized for this purpose between the annual examinations and the publishing of the results. This period will be used for literacy courses; and to be eligible for their degrees, the students will be required to complete the practical course of mass education. The members of the proposed Educational Brigade for Literacy will be grouped by thanas and sent to different areas.

LITERATURE FOR CHILDREN

54. ANWAR. Shishu Manosh-o-Shishu Shahitya (The Mind of a Child and the Child Literature) --- Dainik Pakistan (Dacca) March 23, 1970 (B).

Very few attractive and good books are produced for children in Pakistan. There are inducements in the form of awards on the production of best literature both in Urdu and Bengali for children, but these have so far failed to attract the attention of good writers to the desired extent. We do not have in Pakistan even good libraries for the children. The benefits of libraries for children are numerous. Every locality should have a library for children with good books on all literary and scientific subjects. In selecting books for children their interests and inclinations should govern our choice.

Books

55. NASEEM, Iqbal Bin. Bachchon Kay Liye Chair Nisaabi/(Extra-Curricular Books for Children) --- Jang (Karachi) January 22, 1970 (U).

It is strange that even today children are discouraged from reading any material other than textbooks. A child is naturally interested in stories, and when he is capable of

reading he would naturally go in for these story books. At present children's literature is not all good and wholesome, but this does not mean that we should not allow children to touch anything but their textbooks. The importance of extra-curricular reading in education is an accepted fact. What we have to do is to wisely guide the children in the choice of good literature.

The complaint against mohalla libraries is a genuine one, but this can be redressed by establishing good libraries in every locality and stocking them with suitable juvenile literature. This is not a difficult task. With some efforts these mohalla libraries also can be converted into good libraries.

56. NAWAZ, Mrs. Iqbal Akhtar. Bachchon ka Adab aur Ta'aleem-o-Tarbiyat mein uski Ahmiyat (Children's Literature and its Importance in the Education and Training) --- Taleem-o-Tahqeeq (Lahore) 1(4): 36-42, 1969 (U).

Literature, like other branches of knowledge, plays an important role in the life of a community. It portrays the social life of the community. The study of literature sharpens the reader's power of perception and broadens his outlook. Our main problem, of course, is the production of quality literature. The shortage of quality literature is acutest in the field of juvenile literature.

The importance of juvenile literature cannot be overemphasized. Literature not only adds to the knowledge of the child but also makes him a good citizen. Good literature should therefore, be made available to children in abundance and with ease. The qualities of standard literature for children have been discussed in detail. Some suggestions have been put forward for the guidance of writers of juvenile literature.

PHILOSOPHY OF EDUCATION

57. FATIMAH, Riaz. Rousseau ke Ta'aleemi Nazaryiaat (The Educational Ideas of Rousseau) --- Fikro Khyial (Karachi) 8(2): 41-43, 1970 (U).

One of the great philosophers of all times, Rousseau rebelled from the prevalent system of his time. He was also a great

rebel in the field of education. The fundamental postulates of his educational philosophy are presented in the book *Emile* which is a protest against the then existing system of education. Rousseau is a naturalist and his educational philosophy also revolves round his love of nature.

Emile is a character in his book, and Rousseau evolves a system of education for his pupil. His educational ideas cover the entire development of *Emile's* personality. The book is divided into five parts and each part discusses the type of education necessary in a particular stage of development of the pupil. The writer discusses briefly each part and shows Rousseau's influence in the field of education.

58. HUSAIN, Mia Iqbal. *The Role of Progressivism in Education*
 --- Taleem-o-Tahqeeq (Lahore) 1(4): 60-63, 1969.

The writer gives a brief history of the progressive education movement, outlines methodology, and also tries to show the differences between the progressives and the traditionalists. The noteworthy body, which contributed greatly to the spread of this movement, was the Progressive Education Association, later called the American Education Fellowship. John Dewey and William Kilpatrick were the most renowned personalities of the movement. This progressivism means liberalism in education or what is now called the liberal education, the goal of which is the development of newer methodology and a life-centered curriculum. Progressivism demands the education of whole man, the development of personal character involving his physical, emotional, social, and intellectual worth. It believes in the spontaneous growth of the child's personality through his practical experiences, social experiences, aesthetic experiences, emotional experiences, and intellectual experiences. The curriculum of liberal education is made up of life experiences and is not one that has been prepared in advance and put into textbooks for passive memorization. The main criticism against his school of thought by the traditionalists is that progressivism in educational theory encourages carelessness and irresponsibility, fails in dealing adequately with morality and creates a sense of disrespect in the students for the wisdom of their ancestors, their religion, and ethics.

59. RIAZ, Mohammed. *Iqbal Key Tasawwer-e-Ta'aleem Key Chand Nae Pehlu* (Some New Aspects of Iqbal's Educational Concepts) ---

Fikro Khyial (Karachi (3(2): 5-7 and 43, 1970 (U).

In the field of education Dr. Iqbal has an important place in Pakistan. Iqbal himself worked as a teacher for about ten years, and education remained his field of interest throughout his life. Like Sir Syed, he was conscious of the fact that it was through education that a new revolution would take place and would mould the Islamic society. There are a number of writings of Iqbal on the topics of educational import. However, in the present article the writer has tried to present some of his educational ideas not discussed in the earlier writings on Iqbal. These ideas are in the shape of excerpts from various writings of Iqbal and touch the topics of compulsory primary education, universal female education, religious education, and the new education for Muslims.

It is suggested that Iqbal's ideas should be incorporated in the educational system of Pakistan.

PROFESSIONAL EDUCATION

60. ALI, Md. Sadat. Modernize Business Education --- Pakistan Observer (Dacca) March 25, 1970.

The objectives of business education are to provide: 1) general education, 2) vocational education, and 3) ability to adapt to occupational changes. Business education which fails to attain these objectives would be ineffective. The Commission on National Education recommended the development of commercial education in keeping with these objectives of business education. The aim of business education as visualized by the Commission was to provide supporting services, such as costing, marketing, advertizing, banking, insurance, transport etc., to the different sections of the business. In the opinion of the writer neither the commerce curriculum formulated by the Curriculum Committee nor the way it is being implemented by the educational institutions of the country can help attain the objectives of commercial education stated by the Commission. The writer critically surveys the present situation of commercial education in the country and emphasizes the necessity of its reorganization.

61. CHOUDHURY, Z.I. Legal Education in Pakistan --- Pakistan Observer (Dacca) January 28, 1970.

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Legal education is/of the most neglected disciplines in our universities. From the time it was first introduced as a university discipline, the system of legal education has made little progress in the spheres of teaching, research etc. The questions naturally arise: 1) Why has this system become stagnant? 2) Is the standard really deteriorating day by day? 3) If so, what are the reasons for this? 4) Is there any way to improve the situation?

Legal education is regarded as more or less a part-time teaching course designed mainly to produce some professional men who will take up legal practice. The present system of legal education is hardly equipped to prepare future judicial officers, lawyers and politicians having a thorough education and training in their fields.

The Pakistan Bar Council has a plan to assume the responsibility directly for professional legal education, and since this may take time, the universities should take steps to improve the standard of legal education in the country. The suggestions made by the writer are: 1) The present part-time evening courses should not be disturbed. 2) The Law Faculties of our Universities should introduce Honors Course for LL.B. degree. 3) The Universities should also provide full-time teaching in post-graduate law courses leading to Master's degree in Law.

62. HUSAIN, Agha Iftikhar. A Case for Establishment of a National Academy of Public Administration --- NIPA Journal (Karachi) VIII (4): 167-169, 1969.

The writer advocates the establishment of a National Academy of Public Administration on the model of the world-famous Ecole Nationale d'Administration of France in Paris, in place of the present 4 academies which cause duplication of training in many subjects and thus entail useless expenditure. Besides, the modern trend in training in the developed countries of the world is toward centralizing training as far as possible. The writer discusses the programs, policies, and syllabi of the ENA of France and suggests that in the beginning, probationers of the CSP, PFS, Finance, Police, and Section Officers, who are at

present trained in the four academies, should be sent to the National Academy. The common subjects taught in the four academies may be included in the curriculum of the National Academy with necessary modifications. The training should preferably be done through discussion groups, syndicate work, and research. The proposed scheme including evaluation, examination, grading, etc. has also been discussed. It is also proposed that after passing out, the officers should receive special or technical training in their respective departments. The proposal if accepted will ensure: i) centralization of training, ii) uniformity of the standard of training, iii) democratization of training, and iv) considerable economy of expenditure on training.

63. Introduce Industrial Arts in Higher Stages --- Pakistan Observer (Dacca) January 28, 1970.

'Industrial Arts' as a course in our secondary school curriculum is a new addition. The National Education Commission, 1959, proposed the introduction of industrial arts as one of the practical arts to be taught in the secondary schools. In 1961 seven pilot schools in East Pakistan introduced industrial arts courses in their curricula. So far sixteen schools in the whole province have introduced these courses. Most of these schools offer only woodwork and drawing, though some of them do offer courses in metal-work and electricity. But the scheme of introducing courses in industrial and other allied arts in secondary schools has not been as successful as it should have been. Problems like lack of qualified teachers, lack of funds, low salary scale of teachers, and the lack of necessary governmental support are responsible for this. What is needed is a broad-based program of training commensurate with employment opportunities and the facilities for higher studies after the completion of the course in schools. Doors of technical institutes and engineering colleges should be open to students who have had education in industrial arts.

64. JAMAL, Nasimul. Banijjo Shikkha (The Commerce Education) --- Dainik Pakistan (Dacca) February 8, 1970 (B). in

Commercial education contributes significantly/national and social progress. It is encouraging to see that students are eager to acquire commerce education and the number is growing every year. But the facilities provided to them are

meagre. The results of the secondary school examinations reveal that the students do very well in the paper relating to commerce. It appears that the aptitude for this subject is not wanting in the students. But the tragedy is that most of the schools have no provision for this subject. The reasons are: 1) suitable teachers are not available for teaching this subject; 2) the total number of commerce students has not been ascertained; 3) the problem of finances remains unsolved; 4) there is a paucity of Bengali books on the subject; and 5) there is want of enthusiasm on the part of the Government.

65. Karachi University Institute of Business Administration
Basic Data 1954-1968 --- Karachi, 67 p. 1969.

To meet Pakistan's growing need for public and business administrators the University of Karachi established in April 1955, with the assistance of the United States International Corporation Administration (now U.S.AID), the Institute of Public and Business Administration. In 1960 the program of this Institution was modified to include only business administration and its name changed to 'the Institute of Business Administration.' In the introductory pages of the brochure the objectives, activities, achievements and future programs of the Institute have been outlined. The data have been provided under two headings, "Project Inputs" and "Project Outputs." Project Inputs covers funds, manpower, participant training, and commodities. "Project Outputs" covers statistics on student enrolments and graduates, placement of the graduates, and publications of the Institute.

66. WALDMAN, Joseph M. Commerce Education in East Pakistan and the Development of Managers and Administrators --- EPM Modern Management (Chittagong) 1(1): 14-23. October-December, 1969.

Commerce education in East Pakistan at the higher education level is not adequate to meet the shortage of qualified managerial and administrative talent in the province. The reasons for the failure of the commerce programs to produce qualified graduates are to be found in the commerce curricula, the qualifications of the commerce teachers, the teaching methods employed, the system of examination, the quality of commerce textbooks, the calibre of the commerce student body, and the rapid expansion of commerce programs in East

Pakistan. Serious consideration must be given to the complete overhauling of the existing commerce education programs at the college level.

67. ZAMAN, Nasim. Banijjo Shikkhaboibostha (The Conditions of Commerce Education) --- Dainik Pakistan (Dacca) February 15, 1970 (B).

Commercial education in the province is beset with numerous difficulties and problems. Not only the schools lack adequate facilities for the teaching of this subject, but also the colleges have few facilities for the purpose. Books on commerce are not available in the college and school libraries, and there is a dearth of trained teachers. There is no separate commerce college for girls. The result is that girl students avoid commercial education.

The writer also suggests the setting up of separate libraries for different subjects. An exclusive library of commerce books will greatly help the students of commercial subjects.

PSYCHOLOGY

68. IFTIKHAR-UN-NISA. Vocational Guidance --- Taleem-o-Tahqeeq (Lahore) 1(4): 35-46, 1969.

In Pakistan vocational guidance as an educational discipline has not yet developed. The result is the high drop-out rate, low achievement level and general dissatisfaction among the students. A survey of the existing situation indicates: 1) The administrators and educators are aware of the importance of guidance services in education; 2) The emphasis is on the needs of the country and not on the individual; 3) A good deal of stress is on tests and measuring devices in respect of aptitude tests for the diversification of studies; 4) The facilities to train the counsellors and prepare tests and guidance materials are very limited; 5) The actual achievement in the guidance field is almost nil, with the exception of the availability of some test instruments. The current situation in educational sector necessitates two types of activities -- one relates to counsellor training, test development, and research activities, and the other relates to the organizational structure for the planning and implementation of

guidance in different educational institutions. The writer gives a detailed plan for educational and vocational guidance center in the Education and Research Institutes. The comprehensive plan also includes the establishment of Central Information Dissemination Center and coordination center. The writer spells out the responsibilities of the guidance committee, and elaborates the programming to be undertaken at each level of education.

69. HUSSAIN, Ch. Mohammad. Memory and the Permanence of Learning --- Taleem-o-Tahqeeq (Lahore) 1(4): 32-34, 1969.

The writer defines memory and tries to identify its role in the permanence of learning. He also identifies the various factors which cause forgetting; suggests measures for the quality, quantity, and speed of retention of the material learnt; and finally prescribes study techniques for the promotion of thorough learning and retention. The reasons behind forgetting are: 1) the non-use of the material learnt, 2) the retroactive inhibition, 3) inattention and inadequate psychological motivation, 4) inappropriate methods of learning, 5) disinteresting subject, and 6) lack of thoroughness. For improving the retention capacity the writer suggests teaching of learning by the "Spacing Method" and the "Whole Method," fixation of goals and needs of the learner, vivid presentation of materials, soundness of body and mind, and finally healthy, attractive school conditions. Some of the suggestions in respect of the study techniques are the will to remember, a clear outlining of the purpose of study, organizing of reading around memory, studying of activity, scheduling of the study time, etc.

70. MALIK, Mohammed Iqbal. Rahnumai Aur Mashwarat Kay Buniadi Nazaryiaat (Basic Ideas of Guidance and Counselling) --- Taleem-o-Tahqeeq (Lahore) 1(4): 50-61, 1969 (U).

The movement of counselling and guidance started in the earlier part of this century and was called vocational guidance. Later its scope was expanded. There is a brief history of this development.

The services of counselling and guidance, also called counselling psychology, constitute a regular branch of knowledge today. The experts in the subject provide guidance service for the healthy development of the

individual in the field of education. The idea behind counselling and guidance is that the education of individual should be according to his interests and aptitude so as to enable him to fully utilize his special talents in the future. This counselling and guidance service is employed in the field of education and future vocation and also takes care of the psychological and personal problems of the individual.

The main functions of guidance and counselling have been discussed in detail. The nature of counselling its various forms has also been discussed at some length.

71. SHAIKH, Zahurul Haq. Sanvi Madaris Mein Rahnumai Ki Tanzeem (Organizing Guidance in Secondary Schools) --- Taleem-o-Tahqeeq (Lahore) 1(4): 43-49, 1969 (U).

Guidance and counselling help the students very much in their choice of the suitable courses of studies. Through guidance students learn about themselves, their interests, and their shortcomings. They gain an exact appreciation of the branch of knowledge that is going to help them in their future career.

Guidance service requires proper planning and organization. It is a special responsibility of the teachers and staff of the school. There should be a separate guidance committee to find out why students fail, why they leave the school before completing their education, how to help the back-benchers, how to guide the students of more than average intelligence, and how to advise them in their selection of suitable courses of studies for future careers.

Guidance and counselling require a complete academic record of the student, in the light of which he can be guided both for education and vocation. The administrative structure of the guidance and counselling scheme is discussed in the end.

RELIGIOUS EDUCATION

72. QURESHI, I.H., KHAN, Mahmood Hussain etc. Ta'aleem Mein Mazhab Ki Ahmiyat (The Importance of Religion in Education) --

Jang (Karachi) January 10, 1970 (U).

This is a brief report of the discussion held on the topic of 'Importance of Religion in Education' during the Science Conference, which was attended by a number of prominent educationists in the country. Each participant stressed the need of religion in our educational set-up, especially in view of the fact that Pakistan had come into being as an ideological state created in the name of Islam. It was also emphasized by the participants that the religion of Islam was a complete code of life and that it was fully capable of meeting the requirements of the modern times.

SCIENCE EDUCATION

73. AHMED, Muzaffar. Uloom-e-Hayati Ki Ta'aleem-o-Tahqeeq Aur Chand Mutallaga Masail (The Education and Research of Biological Sciences and Some Related Matters) --- Jang (Karachi) January 10, 1970 (U).

In all developed countries biological science is considered as a very important subject for which ample educational and research facilities are provided. In Pakistan, however, the subject of biological science enjoys only secondary importance. The scant money we spent on the education of sciences is spent mainly on the teaching of physics and chemistry. No doubt, a number of students offer biology as an optional subject in college, but they do so only to gain admission to medical education. Many of those who continue advanced studies in biology do so because of their failure to get admission for the subjects of their choice.

It is a fact that there are few employment opportunities for those who qualify in the subject of biology. Every year about three hundred scholars of biology come out from our universities and only few of them succeed in getting a suitable employment.

It is strange that in a country like Pakistan, which is primarily an agricultural country, an M.Sc. in biology does not get employment. The reason for this is our faulty educational set-up which is quite unrelated to our real needs. There is a detailed discussion of the ways of improving the present set-up of education and research in the field of biology.

74. ALAM, Shamsul. Biggan Bhikha (The Scientific Education)
--- Dainik Pakistan (Dacca) January 6, 1970 (B).

There are no employment guarantees for technically trained personnel in the country. The brain drain is the most acute but the most underrated factors responsible for the inadequacy of the trained manpower in the country. Besides this there is a big gap between the national needs and the existing patterns and plans for education in the country. It is not realized that the mere opening of a professional college, university, or vocational school is not enough. What we really lack is planning. Planning is a prerequisite for the right type of education. So long as we do not pay attention to this fact our progress in this field will remain doubtful.

75. ALI, Md. Azhar. Raise Standard of Science Teaching in Primary Stage --- Pakistan Observer (Dacca) March 11, 1970.

The Report of the Curriculum Committee has pointed out the following factors as responsible for the low standard of science in primary schools: 1) Teachers rely on centrally prepared textbooks and do not take the initiative of making use of the locally available resources for their lessons. 2) The number of teachers capable of teaching science is inadequate and very few of these teachers are trained. 3) Children are not encouraged to do manual work. 4) Financial stringency does not permit well-equipped school laboratories to make science interesting for children.

The following steps are suggested: The number of trained teachers in primary schools should be increased by introducing a short-course training of primary school teachers to meet the crisis for trained hands temporarily. Trained science teachers may be appointed to teach science in primary schools. All primary schools should be provided with audio-visual aids which will stimulate interest in children for scientific pursuits directly or indirectly. Teachers should not only rely on the prescribed textbooks but also help children in gathering sufficient ideas about their lessons through experience, which will enable them to develop a basic understanding of nature study.

76. HAQUE, Abu Obaidul. Our Schools Lacking in Laboratory Facilities --- Morning News (Dacca) January 31, 1970.

The value of laboratory work in the teaching of science

consists in the opportunities it offers the students to handle and use scientific apparatus. For effective science teaching the size of laboratory class should be small and the equipment and apparatus should be sufficient in quantity to provide opportunity to every student for active participation in laboratory experiments.

At present the conditions of science laboratories in most of our educational institutions are extremely unsatisfactory. In many schools and colleges that have science programs, science laboratories exist only in name. During the second and third plan periods, almost all schools and colleges teaching science received special grants, and sizable allocations were made exclusively for purchasing scientific apparatus and equipment. The educational authorities should check whether this money has been properly spent.

77. RAHMAN, S.M. The Role of Present Day Mathematics --- Morning News (Dacca) March 7, 1970.

In order to achieve a reasonable standard in all branches of science which are dependent on Mathematics, it is essential to provide equal facilities for Pure as well as Applied Mathematics in Universities. As long as these subjects are mixed up with other unrealistic branches of Mathematics, the objective cannot be achieved. The Universities are beset with a number of problems in respect of the curricula of mathematics. A program launched by a well-organized Mathematical Society can pave the way for the promotion of Mathematics in our country.

78. SIDDIQI, M. Raziuddin. Scientific Education and Research in Pakistan --- Public Administration Review (Lahore) January-March 5-19, 1969.

The article gives a brief historical account of the organization and development of scientific training and research in Pakistan. It is concerned mainly with the development of four types of institutions: 1) universities and colleges; 2) scientific departments of the Central and Provincial governments; 3) autonomous or semi-autonomous councils and institutes of scientific research established by the government; and 4) learned societies.

The universities in Pakistan now lay special emphasis on research and have developed schools of research. In order to promote post-graduate studies and higher scientific research two more steps have been taken - centers of advanced studies in one or two scientific subjects in each university have been developed, and a post-graduate university at Islamabad has been established. These steps will produce highly qualified teachers and research scholars for other organizations. The last thirteen years also saw the development of quite a number of scientific Departments' laboratories and research institutes established by the central and provincial governments. But a very significant development in the scientific field has been the establishment of autonomous and semi-autonomous research councils and committees, such as Pakistan Council of Scientific and Industrial Research, Atomic Energy Commission, Medical Research Council, Science Council, etc. The learned societies also have come up, and the most noteworthy of them is the Pakistan Association for the Advancement of Science. The writer also touches on the development of a number of national societies or associations for various disciplines.

79. ZAIDI, Ali Nasir. Gharelu Ashia Sey Science Ki Tadrees (Teaching of Science with Things of Domestic Consumption) --- Taleem-o-Tadrees (Lahore) 2(4): 1-7, 1969 (U).

It is generally believed that science teaching and science practicals are not possible without a well-equipped laboratory. Many of our schools especially those in the rural areas do not provide science education just because of the lack of laboratory facilities. This is a mistake. If teachers and students are willing, a number of science practicals can easily be performed with the help of ordinary materials found in every household like thread, glass, rubber, balloons, fruits, grains, etc. We know our ancestors in the past made great scientific discoveries with the help of such humble articles.

With a little effort much can be achieved. There are a number of books that explain basic scientific theories with the help of experiments that can be easily performed without elaborate equipment. Teaching should be done with the help of the ordinary things which we come across in our daily life. With examples it is explained how a number of experiments can be performed with simple domestic material.

SOCIOLOGY

80. ALI, Md. Azhar:. Socio-Cultural Crisis in Our Education ---
Pakistan Observer (Dacca) March 25, 1970.

The writer critically analyzes the present socio-cultural situation in Pakistan, and surveys the possibilities of education contributing to the cultural regeneration in the country. The impact of Western culture, especially through the English pattern of education, has created a number of social and intellectual gaps which have made cultural regeneration highly difficult. Education should aim at cultivating in the youth an active social awareness not only of our cultural past but also of our social present. The lack of creativity in our thought is attributable to the use of a foreign language as the medium of learning. It is very difficult to achieve maturity of thought in a system of education that uses a foreign language as the medium of instruction. There is hardly any reason to postpone the adoption of Bengali in East Pakistan and Urdu in West Pakistan as media of learning at all levels of education. Once we start using them as media, they will acquire the necessary strength and variety. For growth and sustenance our languages need the help of a classical language. Bengali, for example, can no longer rely on Sanskrit alone. As Muslims we have cultural link with classical languages like Arabic and Persian. Our heritage is inseparably connected with these languages. If English Education is inspired by the life and thought of a distant land, Madrasah Education is inspired by and modelled on the life and thought of a distant past.

81. EBRAHIM, Neelima. Uchcha Shikkhita Nari-o-Bekar Shomasya (Highly Educated Women and the Problem of Unemployment) ---
Dainik Pakistan (Dacca) March 23, 1970 (B).

Pakistan has achieved considerable success in the spread of female education. But one depressing factor is that there is limited scope of suitable employment for women. They are either employed in schools and colleges or recruited as clerks in Government offices. The number of women in responsible posts is very small.

It is necessary that more avenues of jobs for women are opened. They should be provided with jobs in every government and non-government office and organisation, and the

number of schools and colleges meant exclusively for women should be increased. This will provide incentive to them for higher education.

82. HUSSAIN, Nasir. Schools and Democracy --- March of Education (Karachi) 2(1): 44-50, 1970.

Democracy is the crying need of modern times. Our religion, Islam, also advocates democratic methods. In spite of its being acknowledged as the best form of government, democracy is on sore trial in almost all the countries. In Pakistan democracy has been on trial since independence and still we are far from achieving the goal of democracy.

We have yet to see how best democracy could be made to work. It is an accepted fact that the future of democracy is linked with schools and colleges. Educational institutions are the real training ground for the coming generations in the methods of democracy. It is wisely observed that what you want to put in your nation put it in your schools. Training in democracy starts from home, and it is followed up in schools.

SPECIAL EDUCATION

83. BAKHSH, Dr. Mumtaz. The Needs and Obligations of the Handicapped Children --- Taleem-o-Tahqeeq (Lahore) 1(4): 50-53, 1969.

The ideal of democracy ensures equal opportunities of education to all children and recognizes the right of each child to receive help in learning to the limits of his capacity. The handicapped child has a right not only to education, but to an education in keeping with his needs. Educational programs must insure for such children learning of academic and extra-academic skills, and should also help them in adjusting themselves with their environment both physically and socially. The writer appeals for a national program for handicapped children.

STUDENTS' PROBLEMS

84. KALAM, Ghulam Mustafa. Rajniti-o-Chhatra Samaj (Politics and the Student Community) --- Purbades (Dacca) March 1970 (B).

The writer discusses one of the most controvertial issues, namely, whether students should take active part in politics. He takes stock of the situation in Pakistan and finds that taking part in politics is only natural for the students. Politics involves the whole society and the student community being the major educated community is very much affected by the political movements. The writer does not, however, favor the idea of active participation of students in politics except in times of supreme national necessity and moments of national danger, because the student should devote his early life to study and to the preparation for the assumption of national leadership of tomorrow. It is, therefore, necessary that the students should devote their full time and energy to their study and should restrict their political activity only to the boundaries of their academic campuses.

85. KAMAL, Ghulam Mustafa. Chhatra Samaj-o-Nagarik Dayitya (Student Community and the Civic Responsibility) --- Purbadesh (Dacca) March 18, 1970 (B).

The writer discusses how the student community can enlighten the vast majority of people living in the rural areas on the rights and duties of the citizens of a modern state. Knowledge about the state can accelerate the pace of development in the country. In a country like Pakistan, where 90% of the people are living in the villages and are mostly illiterate, it is the student community which can undertake the task of imparting citizenship education to the rural masses during the vacation, when they are back in their villages. The students should spread literacy through systematic programs and organized efforts.

86. MUTSUDDI, Chinmoy. Chhatro-Shikhhok Shomparke (About Student-Teacher Relationship) --- Dainik Pakistan (Dacca) January 4, 1970 (B).

There was a time when the relation between the student and the teacher was based on love and respect. But now this

has changed. The amiable and close relationship between the student and the teacher has come to an end. Teachers have become more materialistic in their outlook, and the students treat their teachers as their servants. This change has created manifold problems and is adversely affecting the minds of the teachers as well as the students. Education is treated as a commodity with teachers as sellers and students as buyers. What is needed now is to create congenial and harmonious atmosphere in educational institutions, and the teachers should initiate and contribute actively to the needed change of atmosphere.

87. RAHMAN, B. Wajihur. Student Activism and Social Change --- Combat (Karachi) 1(11): 11-12, 1970.

Activism by students in the affairs of their institutions and their community and nation is no new phenomenon. It is as old as the educational institutions themselves. But the impact of student activism and student politics on public affairs has assumed unprecedented intensity and significance after the second world war.

In the medieval period academic community was isolated from the mainstream of society. Though outdated, the same attitude is still persisted in by the educationists in Pakistan. They do not want the students to meddle in national affairs. This way of thinking is absurd. Student activism is manifest in all the societies of the world. Students have played and are playing an important role in revolutionary movements everywhere.

The real meaning of student activism is discussed in some detail, and it is pointed out that a student movement is a combination of ideological doctrines, moral and intellectual convictions, integrity and honesty, positive and clear goals, and emotional responses.

TEACHERS

88. A Neglected Issue --- Taleem-o-Tahqeeq (Lahore)(Editorial) 1(4): 1-11, 1969.

The existence of a professional organization is a must for the very existence and development of any profession. There are a few teacher organizations in Pakistan. But their

activities are limited and characterized only by their demands for more salaries and facilities, better working conditions, and respectable status. This is good, but these limited activities do not contribute to the professional growth. In order to promote real professional development as in other developed countries, the editorial proposes a firm commitment by the teachers organization to hold at least one purely educational seminar every year and to publish and distribute the seminar papers among the members. The organization should start an educational magazine and all teachers should be encouraged to contribute to newspapers and other magazines. The government should also be approached with the offer for writing textbooks and teacher guides, for launching professional growth campaigns, and for reviewing the utility and comprehensiveness of refresher courses. Teachers should also be persuaded to form their subject-teacher groups and discuss their problems among themselves periodically.

89. Primary Teachers in East Pakistan --- Morning News (Dacca) February 15, 1970.

The generally poor quality of primary education in East Pakistan is due to relatively poor quality of primary school teachers. To improve the situation the writer suggests:

- 1) There should be an integration of primary and secondary education.
- 2) The duration of the present training should be extended from one to two years.
- 3) Higher salary scales should be fixed for primary teachers.
- 4) Definite criteria regarding the age limit of the trainees for admission to the training institutions should be established.
- 5) The trainees should have at least one year's teaching experience in primary schools.

90. ROUSHAN, Gulap. Bhalu Shikhhakera Bara Abhaba (Acute Shortage of Good Teachers) --- Purbadesh (Dacca): March 25, 1970 (B).

The qualities which make a good and ideal teacher are:

- 1) good health and stable mind,
- 2) love for children,
- 3) knowledge with the ability to express oneself,
- 4) affection, patience, and sympathy,
- 5) wit, pleasing personality, and polite behavior,
- 6) creative and inventive power, courage and inspiration,
- 7) proficiency in teaching and knowledge of the latest techniques in teaching,
- 8) knowledge of social sciences, culture and civilization,

9) sense of equity and honesty, integrity of character and religious spirit, 10) selfless dedication to the teaching profession, and 11) optimistic mind and idealism. The writer deplores the shortage of teachers with the above qualities. The shortage is because of the socio-economic conditions of the country resulting in the low status and consequently low prestige of the professional teachers. The cream of the student community coming out of the colleges and universities is not attracted toward this profession; rather they enter civil service or become doctors and engineers, whereas the leftover, who do not find any other channel of employment, enter the teaching profession with half-hearted devotion.

91. Shikkhak-o-Shikkha Boibostha (Teacher and the Arrangement for Education) --- Azad (Dacca) (Editorial) February 11, 1970 (B).

If our educational institutions are to serve the purpose they are meant to serve, the lot of the teachers has to be improved. At the moment 175,000 teachers are working in primary, secondary, and junior high schools in the province. In addition, nearly 6,500 teachers are employed in 286 colleges and 5 universities of the province. The condition of teachers in primary, lower secondary, and secondary schools is alarmingly serious. Most of the primary and secondary schools are privately controlled and the salary paid to the teachers is low and irregular. This situation causes frustration and disappointment among the teachers, and the teaching profession is losing its appeal. Teachers prefer other occupations and leave their jobs at the first opportunity. The number of junior school teachers in the province during 1958-59 decreased by about 10 per cent as compared to the figures in 1947-48.

92. Shikkhak Sampradaya-o-Amara (Teachers Community and We) -- Purbadesh (Dacca) March 18, 1970 (B).

The article pleads for the equal treatment of non-government school teachers and the teachers of government schools, especially in respect of salaries. The financial conditions of the non-government school teachers in the province is deplorable. They are paid salaries far lower than those paid to the teachers of government schools. This condition compels the teachers to take to side business to supplement their meager income. This practice in turn keeps the

teachers from devoting their full time and energy to their profession and leads to the lowering of educational standards. Although the non-government school teachers are paid less than what the government school teachers get, the two categories are of equal caliber. In fact the non-government school teachers prepare a larger number of students than do the government school teachers.

93. Shikkhar Sampradaya-o-Amara (Teachers Community and We) -- Purbadesh (Dacca) March 25, 1970 (B).

The causes for the gradual lowering of the standard of education in the country can be traced to the present socio-economic conditions which have no prestige to spare for the teachers. The best talent in the country is drawn toward civil services, commercial firms, and industry. The teaching profession serves first as a stop-gap arrangement and then as a profession in the absence of a more paying and respectable occupation. Since teachers are in the profession not by choice or inclination but only by the force of circumstances, they are naturally commercially minded. They give more attention to private tuition, writing of notebooks, etc. than to teaching. The blame for this state of affairs goes mainly to the society which pays neither respect nor money to the teachers. If the standard of education is to be improved, we must give both to the teachers and thus make their profession respectable and lucrative.

TEACHING METHODS AND MEDIA

94. ABBASI, Mohamed Zahoor. Urdu Bangla Zariae Ta'aleem (Urdu and Bengali as Medium of Instruction) --- Taleem-o-Tahqeeq (Lahore) 1(4): 121-125, 1969 (U).

Our present system of education produces only clerks. This is so because we are not using our national languages as the media of instruction. The problem of the medium of instruction is a complicated one. It is recommended in the new education policy that in West Pakistan the medium of instruction should be Urdu and in East Pakistan Bengali.

This is a sound proposal, but an immediate implementation of this proposal will create a number of problems: the question of two national languages and several regional languages, dearth of modern literature in national languages, shortage of linguists, the question of script and Urdu type, the training of language teachers, etc. All these problems are discussed in some detail and it is pointed out that some solution should be found in each case. In the end there are some suggestions for adopting Urdu and Bengali as the media of instruction with the ultimate aim of formulating a new common language which will solve all the problems.

95. An Approach to the Teaching of Poetry -- Panjab University, Institute of Education and Research, (Lahore) (Memographed) 48 pp. 1969.

This is a guidebook prepared in the Secondary School Practicism held in July-August, 1969. The main objective is to make the teaching of poetry interesting and effective. The attempt is not final in itself. The guidebook contains useful suggestions, methods, and techniques for making poetry lessons full of life and interest. It also suggests the inculcation of love for poetry and its appreciation. The book defines poetry, explains its significance, and singles out the characteristics of good poetry. Popular forms of poetry and objectives of teaching poetry have been described. Chapters III and IV of the guide discuss the problems in teaching poetry, the ways of creating interest in poetry, and possible approaches to the teaching of poetry. It is also shown how audio-visual aids, etc., can be usefully employed in teaching poetry.

96. HAIDER, Mah Jabeen. Hisaab Ya Riaz - Aik Dilchasp Mazmoon (Mathematics an Interesting Subject) --- Fikro Khyial (Karachi) 8(2): 44-46, 1970 (U).

It is a common misunderstanding that mathematics is one of the most difficult subjects. On the other hand, mathematics is a very interesting subject, and for a student who develops a little interest in it, it is the easiest subject. In the beginning the subject requires serious attention, and once this initial stage is over the rest is smooth sailing. It is also a fact that mathematics is the most useful subject in our daily life.

There is a brief account of how the figures were introduced in mathematics and how it developed and grew to its present importance. There are a number of examples that show the interesting side of figures.

97. KHAN, Shrin. Teaching Modern Mathematics at Primary School Level --- Bulletin of Education and Research (Lahore) VIII(3): 22-41, 1969.

Mathematics curriculum and instruction should be constantly examined and reformed. During the past two decades radical changes have occurred in the content and method, and newly evolved programs are being adopted in progressive schools in the advanced countries. In Pakistan too, the government is aware of the need for modifying curriculum, and measures have been taken to modernize secondary school syllabi. But little has so far been done to introduce new mathematics in the primary school courses to the extent to which a modernized program of mathematics is feasible and practicable in primary schools of Pakistan. It probes into such factors as preparedness on the part of the teachers, their competence after having an inservice training, the expected qualitative gain or loss by the students on account of the introduction of the new approach, and finally the teachers' preference for the new approach to the conventional one. The writer has formulated a number of hypotheses which have been tested through an experimental design. It is concluded that both teachers and students of the primary schools are receptive to modern mathematics and the introduction of the new approach is feasible and practicable.

98. MALIK, Mohammed Yunus. Amal-e-Ta'llum aur Uskey Nazaryiat (Learning and the Theories of Learning) --- Ta'aleem-o-Tahqeeq (Lahore) 1(4): 100-105, 1969 (U).

Learning is defined as the change which occurs through experience and training. For effective teaching a teacher must know the laws of learning. There are three laws of learning, the first is the law of exercise, the second is the law of readiness, and the third is the law of effect. These three laws govern the process of learning and are discussed in some detail. While teaching, a teacher must keep in mind these laws.

There are various factors that affect the process of learning like tiredness, level of intelligence, emotional situation, family and cultural background, etc. All these factors, in one way or another affect the process of learning, and a teacher should always be mindful of these factors while he is busy in teaching. In the end the various theories of learning are discussed.

99. MANIK, Nazimuddin. Chikitsa Bijnan Shikkhaya Banglora Bybahar (Use of Bengali in Teaching Medical Sciences) --- Purbadesh (Dacca) March 18, 1970 (B).

The writer advocates the teaching of medical sciences in Bengali. The best way to teach medical science is through the socratic method, which enables the students to develop their powers of thought and judgment in the medical field. The objective can be achieved only through the instruction received in the mother tongue. It is, therefore, necessary that all efforts should be made to reinforce Bengali and to publish medical books in this language, so that instruction can be given to the medical students through their mother tongue.

100. MOHSIN, Hussain Ahmed. Tadress-e-Insha ka aik Ahem Pehlu (The Teaching of Art of Composition) --- Taleem-o-Tahqeeq (Lahore) 1(4): 88-95, 1969 (U).

In the teaching of languages the important thing is not the knowledge of the text. It is the power of expression in the field of both writing and speech. The purpose of teaching a language is to make the student capable enough to express his ideas freely in a logical sequence and in an interesting manner with a flavor of creativity. This creativity is the real goal of teaching, and it is acquired through a long process of methodical teaching where the character of the teacher, the atmosphere of the classroom, and the natural environment of the student all play important roles.

Some twenty suggestions have been put forward for developing power of expression among students. It is also emphasized that constant watch should be kept by the teacher. He should regularly check the written work of the students and especially correct grammar, spellings, and dictation. In speech special attention should be given to the correcting of pronunciation.

101. MOIZUDDIN, Shaikh. Nazariye Ta'allum Aur A'iazi Mein Uska Iste'maal (The Theory of Learning and Its Utilization in Mathematics) --- Taleem-o-Tahqeeq (Lahore) 1(4): 28-35, 1969 (U).

The method of teaching is very important in mathematics. If proper methods are not followed, the teaching becomes very difficult and more or less useless for the students. Some methods of teaching are discussed. The first method consists of conditioning the student, that is, preparing him to respond instantaneously to a particular question with a particular answer. Memorizing of arithmetical tables is one example of this method. The article explains the process and practice of this conditioning. The other methods discussed and explained relate to the theory of connectionism and the field theory.

The different methods are applied in different situations, and a teacher who keeps these methods in mind can apply them suitably in the required situations. The application of these methods is illustrated by means of several hypothetical situations.

102. NAWAZ, I.A. Teaching of Geography at the Secondary Level --- Taleem-o-Tahqeeq (Lahore) 1(4): 25-28, 1969.

The need for the utilization of the ever-expanding borders of knowledge of the universe and of the resources of the earth for human and social development identifies the place and status of geography in the existing curricula. An ideal teacher of geography needs to apply individual as well as group methods in teaching geography. The writer finds the present situation of geography teaching in Pakistan far from satisfactory. In most cases what is taught as geography is either a collection of facts intended to give a picture of a continent, a state, or a region, or a series of introductions to specialized subjects such as climatology, demography, etc. At the primary level geography means only a list of products, rivers, mountains, towns and countries. The writer discusses two studies on the teaching of geography at the secondary school level. The factors studied included the teachers, textbooks and the teaching methods. The findings of the two are almost identical and present a situation where the teachers use lecture and more dictating methods, prefer regional method to comparative method, refresher courses are inadequate, lack of facilities, audio-visual aids, etc. The findings are not encouraging and the situation needs further study and improvement.

103. RAHMANI, Anjum. Madri Zubaan Iktesaab-e-Ta'aleem Ka Behtereen Zaryia (Mother Tongue is the Best Medium to Acquire Knowledge) --- Taleem-o-Tahqeeq (Lahore) 1(4): 62-77, 1969 (U).

Mother tongue is the only language that a child learns from the cradle. This is his natural medium of expression, and he learns it without any conscious effort. Of course, writing, grammar and syntax he learns at school. He also learns other languages in school. But in case of other languages the process of learning is slow and difficult because of the alien environment of the particular language. It is therefore evident that mother tongue has no substitute as a medium of learning and teaching, no matter what other qualities other languages have.

Opinions differ as to what effects the change-over of the media of instruction from English to mother tongues will have on education in Pakistan. Some favor the introduction of mother tongues at the primary level to begin with and others advocate a swift and complete displacement of English by the national languages. The writer recommends a via media avoiding the mother tongues becoming the rivals of national languages.

104. SHAHID, Masood. Make Your Teaching Effective by Instructional Materials --- Taleem-o-Tahqeeq (Lahore) 1(4): 73-75, 1969.

The writer emphasizes the importance of audio-visual materials for effective classroom teaching. Proper use of instructional audio-visual materials makes learning more meaningful and interesting. Very often the abstract ideas and words in a textbook are not understood by the young students, and they become bored. But audio-visual aids can be effectively used to bring reality and concreteness in the learning process, which, besides making learning interesting, makes it permanent part of child's knowledge. Motivation is a powerful force in the learning process and for this purpose audio-visual materials are important in any scheme of modern education. Motivation helps children engage in exploratory activities, and as they explore, they are educated. The writer, however, cautions against unplanned use of audio-visual materials. The materials must be introduced to the students properly. The program can be effective if it is interesting. Illustrative materials are essential for creating interest and improving learning.

105. ZIA, Ziaul Haq. Tadrees-e-Nazm Key Jadid Tasawwuraat (New Ideas in the Teaching of Poetry) --- Taleem-o-Tahqeeq (Lahore) 1(4): 126-129, 1969 (U).

In a number of schools poetry is still taught in the old way by explaining the meanings of difficult words and paraphrasing the verse. This is the way of defeating the very purpose of teaching poetry. The teaching of poetry has a definite purpose of developing the aesthetic sense in the student and making him proficient in the language.

Before taking up the lesson the teacher should ascertain that the student is ready and receptive, because then **only** he will follow the subject easily and intelligently. In teaching poetry only explaining the contents is not enough. The student individually and as a class should be encouraged to work in the related field on his own. It will help him to appreciate the subject in full. After completing the lesson the teacher should ascertain how far the lesson has impressed the students.

TECHNICAL EDUCATION

106. Biggan-o-Karigori Shikkha (The Scientific and Technical Education) --- Ittefaq (Dacca) (Editorial) January 6, 1970 (B).

The importance of scientific and technical education in our country cannot be underrated. While the industrial and technical organizations in the country are facing a shortage of trained manpower and are not working with full efficiency, **enrollment** in the institutions of technical education in the country is **very** meager. A mere 1.5 per cent of the total number of students enrolled in East Pakistan and 2.6 per cent in West Pakistan went in for technical or vocational training. Hence the shortage of technically trained manpower. Sound educational planning based on a realistic assessment of the national needs is essential. In order to attract persons to scientific and technical education, the government should announce awards and prizes as is done in other countries of the world.

107. CHOWDHURY, M.M.R. Technical and Vocational Education --- Taleem-o-Tahqeeq (Lahore) 1(4): 1-10, 1969.

Application of science and technology is a must for the

economic growth of a country, and education and training of engineers and technicians is a pre-requisite for the application of science and technology to the process of development. Economic growth depends not only on the factors of production, but also on the human factor. The writer discusses technical and vocational education situation in Pakistan, vis-a-vis situation in other countries, highlights the major problems and suggests steps to accelerate the growth of skilled workers and technicians. The major structural shortcoming of Pakistan's educational system is the absence of any credible professional education system. While a beginning has been made by the establishment of polytechnics, industrial training institutes and vocational schools in the country, much more remains to be done in this field. Technical and vocational education facilities need to be planned after assessing the manpower needs, and the training program in the vocational and technical schools should be revised and changed continuously.

108. Karigori Shikkha (Technical Education) --- Ittefaq (Dacca) January 5, 1970 (B).

When we look at our educational institutions, we find that Education in our institutions by and large still remains general in character. The present rush for higher education stems from the fact that the diversification of education needed at the appropriate levels has not yet been effected. The educated manpower is not productively employed even where employment is available. The demand for technically qualified personnel is rising with the widening of industrial base. In view of this demand it appears unwise to go on producing mere office assistants and neglecting the growing need for vocationally and technically trained manpower.

The pace at which East Pakistan is moving in the field of technical education can be gauged from the progress made during the third-plan period. During this period less than half of the allocation (Rs.134.39 million) for technical education was actually spent, and the expenditure on vocational and trade education amounted only to a quarter of the allocation (Rs.76.56 million). The province is yet to have a full-fledged Technical Education Board and more technical institutes.

109. WASTI, Tanvir. A'ala 'unni Ta'aleemi Sahulatun Ka Fuqdaan (Dearth of Higher Technical Education Facilities) --- Jang (Karachi) March 4, 1970 (U).

There is no doubt that industrial progress of a country largely depends on the technically trained people. Before Pakistan came into being, there were only a few technical institutes which conducted a three-year diploma course. With the growth of industry after independence, the need for technically trained people increased. In 1955 the government prepared a polytechnique scheme and the first polytechnique institute was established in Karachi followed by similar institutes in many other cities.

These institutes are serving their purpose, but the students who qualify from these institutes are not provided any facility for higher education after the diploma courses. There is a persistent demand from the students for the opportunities of higher technical education. However, nothing has been done so far to meet this demand. It may be happily noted that the new education policy has recommended facilities for higher education for the diploma holders of polytechniques.

TEXTBOOKS

110. MALIK, Din Muhammad. Textbooks for the Primary Stage --- Taleem-o-Tahqeeq (Lahore) 1(4): 16-24, 1969.

Although various kinds of teaching materials and aids are now available to the teacher, especially in more advanced countries, yet the textbook continues to be the most widely used teaching aid at all levels. There is a great difference of opinion about the importance of textbooks. But keeping in view the facts of the situation as they are in Pakistan, dependence on textbooks seems to be justified. The facts are: the limitations in the teachers' training and their abilities, lack of time and facilities for the teachers, too close conformity of the textbooks to the curriculum design, and the goals of education.

The writer outlines the role of modern textbooks and suggests measures for their improvement. For the primary stage textbooks should be spread over 8 classes - language

arts, spellers, language, literatures, social studies, science and mathematics, health and physical education, and vocational education. In case it is decided to spread primary education over eight years, fine arts should also be included in the primary curriculum. The basic list of vocabulary of different regions as prepared by the Institute of Education and Research should be provided to the textbook writers and as far as possible the common vocabularies of the different regions should be used while compiling textbooks. The subject matter should be selected and organized in such a way as will explain life at local, regional, provincial and national levels; develop attitudes conducive to useful citizenship; and provide information pragmatically and inculcate the basic moral and ethical values. Separate textbooks for urban and rural pupils are also suggested for the transition period.

GENERAL

111. Amader Shikkha Boibostha (Our System of Education) --- Paigham (Dacca) (Editorial) February 8, 1970 (B).

The system of education prevalent in the province for the last twenty two years needs immediate change. Unless this system is revolutionized no fruitful results will be achieved in future. Education has so far not played any vital role in the life of the people and the nation. This is the age of science and technology, and our emphasis in education should be on scientific fields.

Another important problem that needs to be solved is the change of the medium of instruction. The majority of students cannot express themselves as freely in a foreign language, say, English as they can in their mother tongue. It is true that there is a shortage of scientific and technological books in the national languages, but this difficulty can be overcome by stepping up translation work.

112. BARKATI, Masood Ahmed. Mutaley Ka Fan Aur Us Key Usool (The Art of Reading and Its Principles) --- Sehat Nama Tulaba (Karachi) 1(1,2): --- January 1, & 16, 1970 (U).

Reading is a human necessity. It provides both knowledge

and pleasure. We have a method for every thing and reading too has its own method. Reading, to be beneficial, needs planning and forethought.

Reading is an art, and there are certain principles that govern this art. The writer presents some 25 principles for pleasant and beneficial reading. These principles are a good guide for students. Some of the important principles are: reading should be purposive and selective; it should be linked with one's previous knowledge on the subject; while reading one should be attentive and alert; reading requires some planning; reading should be done in a calm and quiet atmosphere and with proper concentration; notes should be taken while reading.

If the above principles are followed, the purpose of our reading will be fulfilled.

113. HAQUE, Abu Obaidul. Provide Job Opportunities to Drop-outs --- Morning News (Dacca) March 14, 1970.

The drop-out problem causes tremendous **wastage** of human resources. A serious cause of the drop-out is the failure in different annual and public examinations. In the absence of counselling and guidance facilities, many students not possessing proper attitude and ability, go in thoughtlessly for science programs or arts and commerce programs. They find it difficult to cope with their studies, and eventually drop out from schools. Want of money to pay for school fees, books, and other necessary expenses is another reason that leads to the drop-out of scholars. Lack of transportation facilities hinders students from going to school. The worst problem that the drop-outs have to face is their failure in getting jobs commensurate with the training they received before dropping out. This is a serious defect in our education system. Apart from the drop-outs from general education program, even the drop-outs from technical education program fail to get jobs suitable to their chosen field of training. To solve this problem our existing educational system should be reorganized ^{to} provide for the development of various types of suitable and functional skills at different grades of education through an effective and diversified educational program. Under such reorganized system of education, the drop-outs at different levels will be able to get suitable jobs where they can utilize their acquired functional skills.

114. HAQUE, Enamul. Museums for Education --- Pakistan Observer (Dacca) January 4, 1970.

Museum exhibits can stimulate thought, encourage clear observation and logical deduction, and thus effectively contribute to the educational process. In fact, if museums are to continue to have any real function, they cannot avoid serving education; and education, if it is to be effective cannot neglect the museums. There can be useful projection of themes in a museum for the general education of all. Monthly exhibitions on themes like 'Africa, Australia, etc., can prove very useful to students. Film slides and photographs on relevant subjects can be either shown in the museum or lent out to schools or colleges. The introduction of television in the country has provided another effective medium for the dissemination of knowledge through visual method, and this medium can profitably use the museums for educational purposes.

115. MUGHNI, Shahabuddin. Tariqao Ta'aleem Ki Kharabian (The Defects of the Educational System) --- Jang (Karachi) January 10, 1970 (U).

The major defect in our method of education is that it has everything but method. What is worse is that we do not propose to reform it in the near future and that our new education policy too is silent on the point. The futility of the present method becomes apparent when we look at the annual examination results.

In the present conditions the teachers take care only of the average students and neglect both the intelligent and the dull students. A student is only a passive listener and there is hardly any criterion for judging his progress. Tutorials, however, afford a means of judging his progress, but this does not solve the entire problem. The practice of punishment is still considered a very useful aid for teaching, and there is no realization of the fact that the idea of reward for better performance can achieve better results with students. Some of the defects are inherent in the system of examination, and others can be traced to the scanty remuneration of teachers.

116. RAFIQ, Mahamud. Shiksha (Education) --- Purbadesh (Dacca) March 4, 1970 (B).

The article defines the term "education," outlines its effects on society, and finally shows how education brought about a regeneration of national consciousness in the minds of the Muslims of the Indo-Pakistan sub-continent, resulting in the achievement of Pakistan. The writer castigates religious bigotry in respect of education, especially with reference to the education of women. Unless women, who constitute about 50% of the population, are educated side by side with men, the country cannot prosper. As mothers, sisters, and wives, women have a positive role to play in the building of the nation. If they are educated, they can contribute to the national welfare as efficiently and profitably as men do.

117. RAHMANI, Anjum. Hamarey Nizaam-e-Ta'aleem Ki Sab Sey Badi Kharabi (The Biggest Defect in Our System of Education) --- Taleem-o-Tahqeeq (Lahore) 1(4): 140-144, 1969 (U).

There are a number of defects in our educational system. Even today we are following the old system that was introduced by the British. This system has long outlived its utility and is in conflict with our cherished national goals.

The writer interviewed a number of prominent educationists to find out the biggest fault in our system of education according to them. The opinions so gathered point out the glaring defects in the method of teaching, teacher's role, curricula, textbooks, and the examination system. All these defects have been discussed briefly, and it is concluded that unless some constructive steps are taken to improve the present state of affairs, we will not be in a position to achieve the desired goals.

118. ROY, Purananda. Music Education --- Morning News (Dacca) February 21, 1970.

In advanced countries like England, France, and Germany, music education plays a very important role in various spheres of life. In our country music requires its proper placement in the social and academic life of the younger

generation. Music plays an important role in the growth of our mental makeup. In advanced countries the largest and the most comprehensive sector of music training is that of educational music. The concept of 'musical education,' for the young people should be extended to include the musical education of the people at large. This will lead to a fundamental transformation of our educational music. The problem of financing the music education program may be solved jointly by the Government and the private sector.

Musical research centers should be established and regular discussions and symposia should be held. At the initial stage institutions of music training on a modest scale will serve the purpose.

TEACHER EDUCATION (Special Section)

119. A Science Teacher: Professional Growth of Science Teachers
--- Morning News (Dacca) January 24, 1970.

In order to encourage science teachers to improve their professional competence a number of programs, such as Summer Institutes for in-service training and science workshops, should be established at different colleges and universities, and every science teacher should be required to attend these programs. These programs should be conducted by experts and the duration of the program should vary from three to six weeks. As an added incentive the participants should be given a generous allowance to cover their expenses during the training.

There should be a 'follow-up' program to survey the practical impact of the training program.

Professional organizations of science teachers in different subjects can contribute effectively to the growth in the number of science teachers. Such scientific organizations should publish various periodicals and report research findings and scientific developments. Regular reading of these publications will keep the teachers abreast of new developments in science and instructional techniques. The opportunity to participate in the activities and meetings of these organizations would also serve to intellectually stimulate the teachers.

120. AHMAD, Zulfiqar. Teacher Education for Cultural Reconstruction --- Teacher Education (Lahore) Second Year Book Alumni Association of IER, University of the Panjab: 67-74, 1967.

Our culture is changing and it is changing in an unplanned way resulting in confusion and conflict. Reconstruction of culture **implies** change for specific purposes to reconstruct our culture and the world culture. The writer presents a sketchy blueprint of our culture. The role of education as compared with other institutions as agencies of change has been examined. The writer suggests that teacher training institutions should take the responsibility of preparing teachers as change agents to establish a reconstructed human culture.

121. AHMED, Syed. Curricula and Syllabuses of Teacher Training Institutions --- Improvement of Teacher Education (Proceedings of the Seminar on Teacher Education, October 15 to 22, 1968): Dacca, 63-74, 1969.

Different types of teacher training institutions now functioning in East Pakistan have been described and their courses of study discussed. It is recommended that Islamic ideology be made a compulsory subject. The curriculum should also provide for the preparation of teachers in a number of subjects i.e. commerce, home-economics, industrial arts, agriculture and classical subjects. The teaching of specialized subjects like physics, chemistry should be introduced. The courses of a general and professional nature should include audio visual aids, counselling and guidance, school administration, school finance, school law, etc. In order to meet the changing needs of society the curricula of the teacher training institutions should be continuously reviewed. There should be **some** uniformity based on core requirements but this uniformity should not deteriorate into rigidity. It is recommended that textbooks for teacher training institutions of different levels be prepared with local conditions in mind.

122. ALI, Md. Azhar. The Problem of Wastage in Primary Teacher Training in East Pakistan --- Morning News (Dacca) March 7, 1970.

An analysis of the present situation of teacher training at the primary level in East Pakistan indicates: 1) An

unsatisfactory process of selection of candidates for admission to the training institutions. 2) A deficient system of evaluation. 3) Poor quality of teachers. 4) **Lack of** individual attention and guidance. 5) Poor study methods.

The measures recommended to remedy the situation are:

- 1) Proper selection of the trainees. 2) Preparation and maintenance of a waiting list of suitable candidates.
- 3) Reform of the examination system. 4) Execution of bonds requiring pupil-teachers to serve the schools after completion of the training if required. Other recommendations are:
- 1) Improvement in the salary scale. 2) Creation of selection-grade posts. 3) Adoption of a national salary scale with contributory pension rights as in Malaya.
- 4) Celebration of "Teachers' Day" as in Afghanistan in recognition of the national service rendered by teachers.
- 5) Opportunities for publishing original works. 6) Awarding of distinction awards and national medals to teachers. 7) Special allowance for teachers working in isolated areas, one-teacher schools, and other small schools as in Japan. 8) Liberal provision of teachers' houses or a special lodging allowance. 9) Facilities for travel. 10) Free education of teachers' children.

123. ALI, Md. Basharat. Teacher Training for Scientific and Technical Subjects --- Improvement of Teacher Education (Proceedings of the Seminar on Teacher Education, October 15 to 22, 1968) Dacca, 74-86, 1969.

The evolution and expansion of institutions for technical education and their output from 1947 to the present has been traced and presented in tabular form. It is indicated that although there has been an increase in teachers trained in technical subjects during the past decade, there is still need to produce more trained teachers in the related fields. Schools, colleges, universities and teacher training institutions must share the responsibility of preparing such teachers. There should be good screening of persons who want to enter teacher education program, in general, and into the science and technical subjects, in particular. In-service training program for science teachers and summer science institutions are suitable ways for providing such training. The need^{of} attracting people to the field of teaching science and technical subjects has been emphasized.

124. HANIF, Mohammed. Zair-e-Tarbiyat Asateza Key Liye Tadreesi Mashq (The Teaching Practice for Under-Trained Teachers) --- Taleem-o-Tadrees (Lahore) 2(4): 59-69, 1969 (U).

Teaching practice under the guidance of expert teachers provides good practical experience to the under-trained teacher. Through actual practice, they learn the real problems of the classroom and learn to put into practice the theories they have read in books.

In our training centers the practice teaching program requires a great change. At present the trainees are taught in the conventional way how to prepare teaching lessons according to Herbartian steps in various subjects. The under-trained teachers should first adopt themselves to the classroom atmosphere. There are three steps to be completed before actual classroom practice teaching begins. The first is the providing of basic knowledge to the under-trained teacher and thus preparing him mentally. As the second step, he should be provided observation facilities and shown how actual teaching is conducted. The third step is his partial participation in the process of teaching. The actual teaching practice starts after the completion of these three stages. After the completion of every practice lesson a critical analysis of the performance should be made by the helping teacher.

125. HANIF, Mohammad. The Role of Normal Schools in Nation Building --- Teacher Education (Lahore) Second Yearbook, Alumni Association of IER, University of the Panjab: 27-30 (1967).

The role of teachers in nation building program is fundamental. Pakistan is mostly a land of village, and the progress of the country largely depends upon the welfare of the rural population. The normal schools cater to the needs of these rural areas. The trainees of these institutions generally come from the same areas. They will naturally have a better orientation toward the life in the country side. Their attitudes toward village people and their understanding of rural problems can be further improved by introducing appropriate activities in the training institutions. In the programs of normal schools, the main emphasis should be on courses which have a direct bearing upon the life of the people in villages. Courses such as agriculture, animal husbandry, health and

sanitation, rural sociology and community development will help the future teachers in acquiring competency to work effectively with adults and children.

126. KHATUN, Shafia. Teacher Education --- Education for All (Papers and Proceedings of the Symposia East Pakistan Education Week, 1966-67, March 4 to 8, 1967): Dacca, 85-95, 1968.

Socio-economic development of Pakistan would depend upon the supply of the required numbers of trained and qualified teachers. To meet the target of universal education upto class V, a large number of trained teachers would be required. A suggestion has been made for the expansion of training institutions, for better training facilities to teachers, and for a modification in the function of secondary education so as to bring it into harmony with the scientific and technical needs of the country. It is also recommended that students of good calibre should be drawn to the teaching profession by such measures as the raising of the salaries of teachers to the level of other professions. Education as a subject must be introduced at all levels of college and university education. The duration of the teacher education program must be expanded, but in the present circumstances this can be taken only as a long term objective. In the meantime attempts must be made to make up the deficiency through in-service training, refresher courses, seminars, teachers work-shops, conferences and summer schools.

127. MOHIYUD-DIN, Mohammad. Training of Language Teachers --- Improvement of Teacher Education (Proceedings of the Seminar on Teacher Education, October 15-22, 1968): Dacca, 88-95, 1969.

The teaching of languages in our schools and colleges has been far from satisfactory. The writer mainly deals with the instruction of English in schools. The following points have been highlighted: Language class should be reasonably small in size. Teaching materials and aids which are used in teaching of language should be locally produced and made available to teachers. Only academically and professionally qualified teachers should be allowed to teach language. More training colleges should be established and adequately staffed to ensure the supply of quality language teachers in increased numbers. Higher initial pay should be given to qualified English language teachers. Language syllabi

in teachers training institutions and colleges should be revised. Lecturers as well as professors of training colleges should have linguistic orientation. Better methods of teaching of language must be adopted. A language institute should be established for the study and research in different language areas as well as for the preparation of language teachers.

128. NURUL KARIM, Md. Coordination of Various Teacher Training Program --- Improvement of Teacher Education (Proceedings of the Seminar on Teacher Education, October 15-22, 1968): Dacca, 98-102, 1969.

The teacher training institutions should produce the right type of teachers with qualities of leadership based on truth, sincerity, patriotism and the spirit of Islam. We must assess how far these objectives are kept in view in the institutions concerned. Lack of uniformity in teacher education programs at different teacher training institutions has been pointed out. Preservation of the autonomy of each institution is desirable but there must be some degree of uniformity among them. Three suggestions have been offered to coordinate the various programs and activities of training colleges. The formation of a coordinating committee with representatives from all of the training colleges has been recommended. The need for increased coordination between the Institute of Education and Research and the teacher training colleges has been emphasized. Disparity among junior training colleges, primary training institutes and the teacher training colleges should be minimized.

129. SADHAL, Mehr Rahim Bakhsh. Teacher Education --- Taleem-o-Tahqeeq (Lahore) 1(4): 47-49, 1969. (U).

In the field of training for primary school teachers, there has been hardly any improvement resulting in the deterioration of elementary education. The writer finds the remedy in the elevation of the teaching profession to a technical profession with two cadres -- technician service and technical administrative service -- keeping provision of flexibility or mobility from one service to the other. Introduction of a pre-education group subject in the colleges and universities has been suggested. To attract people to

the profession, the writer advocates better facilities to the teachers in the form of teachers recreational allowance, rent-free residence, etc. The writer gives special emphasis on in-service training and the refresher courses for the teacher after every five years. The importance of training of teachers for the training institutions and educational research has been emphasized. High level training for teachers of the training institutes and educational research are the only ways of bringing harmony, coordination and improvement in the educational system. In this respect, the teachers organizations also can play a commandable and valuable part. The writer is critical of the role of the teachers organizations. These organizations in addition to voicing demand for better salaries, grades, ranks, promotions, etc., should also equip their members with advanced knowledge and information by conducting workshops, colloquiums and research cells on professional problems.

130. SELIM, M. Problems of Teacher Training Institutions in East Pakistan --- Improvement of Teacher Education (Proceedings of the Seminar on Teacher Education, October 15-22, 1968): Dacca 53-59, 1969.

The writer identifies and discusses the major problems of the teacher training institutions in East Pakistan. Some of the practical difficulties and other related aspects which are important in the field of teacher education in general have been dealt with. The gap between the requirements and the out put of trained teachers in the field of primary and secondary education have been discussed and presented in tabular form. The progress so far made in terms of the quality of training is inadequate. One reason for the deterioration of the quality of teacher education is that most of the students in the training institutions come from the middle and lower middle social class with low academic standards. The academic standards can be raised through increased contacts between the instructors and the trainees by making the training institutions residential and by providing accommodation facilities to the staff within the campus. The duration of the training period must be increased by fixing minimum hours of instructions for each subject. The textbooks for trainees should be written in mother tongue. The follow-up study of the graduates from these institutions is necessary to find out the effects of training in actual situations. In-service training program for teachers is necessary for the improvement of the present educational standards.

131. SHAMI, Parwaiz Ahmed. The Training Colleges in Pakistan and Professional Preparedness of Student Teachers --- Teachers Education (Lahore) Second Yearbook, Alumni Association of IER, University of the Panjab: 31-46, (1967).

The professional outlook both in preparation and preparedness of student teachers must be adequate to the challenges of the change which the present age demands. The writer describes the significant features of the present world of teacher educators, and indicates the changes which are needed in teacher education. The areas which deserve consideration in respect of the quality of teacher training are: 1) the curriculum, 2) the professional growth of teachers, and, 3) practice teaching. Regarding curriculum the question of establishing an appropriate balance between general and professional education needs to be adequately defined. For professional growth of teacher educators encouragement of in-service courses, writing and research, seminars, publication of professional journals is desirable. The writer advocates a realistic approach for the resolution of problems relating to practice teaching.

132. SHEIKH, Asghar Ali. Thought on Teacher Education --- Teacher Education (Lahore) Second Yearbook, Alumni Association of IER, University of the Panjab: 17-26 (1967).

The writer discusses the characteristics of an effective teacher education program in the context of Pakistan's need for trained teachers. There are three main components of an effective teacher training program: 1) proper selection of prospective teachers, 2) adequate pre-service preparation, and, 3) sound in-service growth of the teachers. The three components have been examined with a view to developing an effective teacher education program in Pakistan. Then follows an analysis of factors, namely, economic, social and administrative, which affect the preparation of teachers. At the end the writer lists a number of suggestions to the teacher training programs in Pakistan.

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